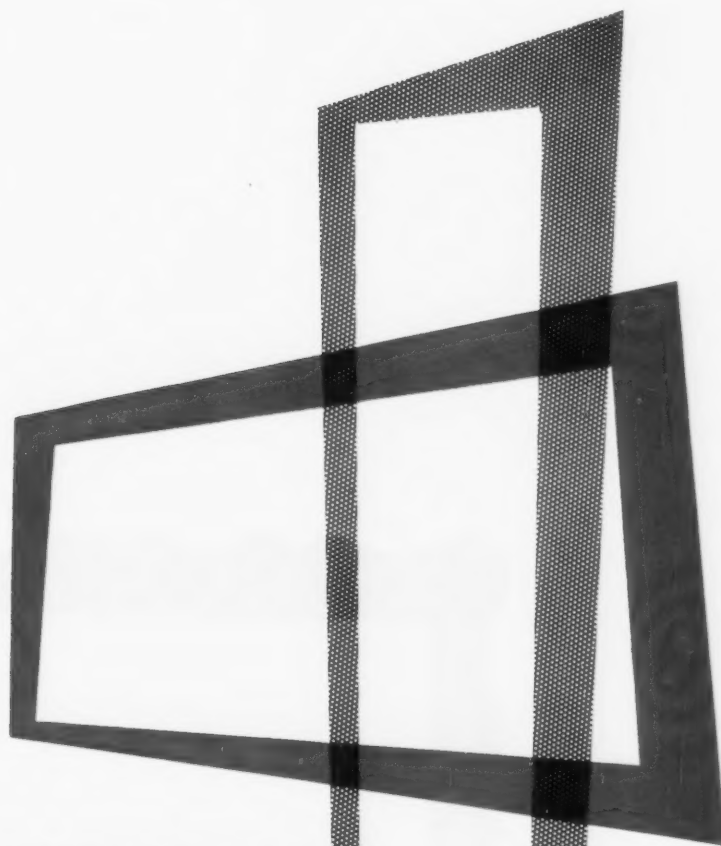
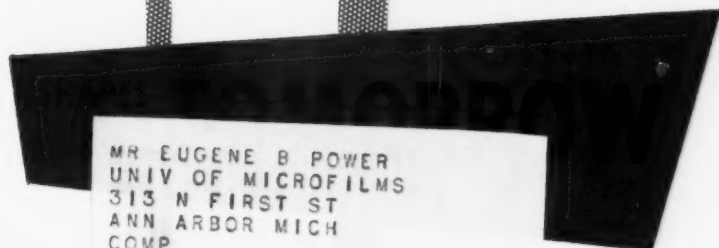


The **School Executive**

JANUARY 1959



YESTERDAY



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SPECIAL REFERENCE ISSUE \$1

What's the score on Gym Seats for that new school ?

MARK "YES" or "NO" IN SPACES AT RIGHT	SEATS A	SEATS B	SEATS C	SEATS D	MEDART SEATS
1. Do seats have a true horizontal telescoping operation in which all seat rows are supported on rigid vertical uprights during opening and closing?					yes
2. Is steel understructure a completely free-standing self-supporting unit, open or closed, independent of wood seats, risers and footboards, and free of stress-bearing diagonal bracing? Is it adequately sway-braced to support capacity loads without hazardous deflection?					yes
3. Has each full length seat row at least four vertical uprights to support a capacity load in complete safety?					yes
4. Are all seat-supporting uprights equipped with at least two rubber-tread rollers that retract under load so weight is borne by steel shoes instead of by wall fastenings or floor-denting casters?					yes
5. Are roller housings at bottom of each upright, and telescoping sleeves at top, interlocked to insure straight-line, non-binding opening and closing of seats?					yes
6. Is each seat board slanted backward slightly for maximum comfort instead of resting flatly on uprights?					yes
7. Are fronts of seat sections perfectly vertical when closed to safeguard against accidents during fast-action games? (Vertical fronts also permit flush recessing of seats).					yes
8. Can one seat row, two rows, or as many rows as desired, be opened for use while all other seats remain closed?					yes
9. Do seats have a finish equivalent to two coats of alkyd melamine varnish that give up to 15 times more wear resistance; that won't chip or discolor?					yes
10. If seats are to be power-operated, is power unit built integral with seat sections, and is it of adequate capacity to operate entire banks of seats simultaneously from one control switch?					yes

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Long Beach, California



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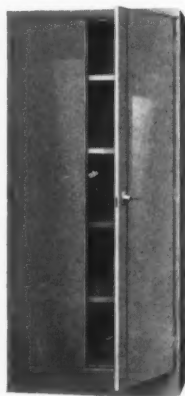
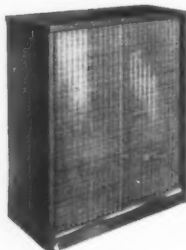
OK

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The School Executive

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PREVIEW OF FEBRUARY

Your editors are excited about the February issue and believe you will be, too. We are presenting an exciting idea. In the last several months much has been said about the need to fit each student with a program tailored to his needs. Present buildings with their row on row of classrooms make it difficult to do. So we employed the outstanding architectural firm of Perkins & Will of Chicago and asked them to design space for individual learning. This they have done and their solutions are presented in February. We are sure of one thing, the ideas and designs are pregnant with challenge and stimulation. Read, study and reflect on them. Then let us have your reaction. Better still, try your hand at making building space help to individualize instruction.

—WALTER D. COCKING, editor

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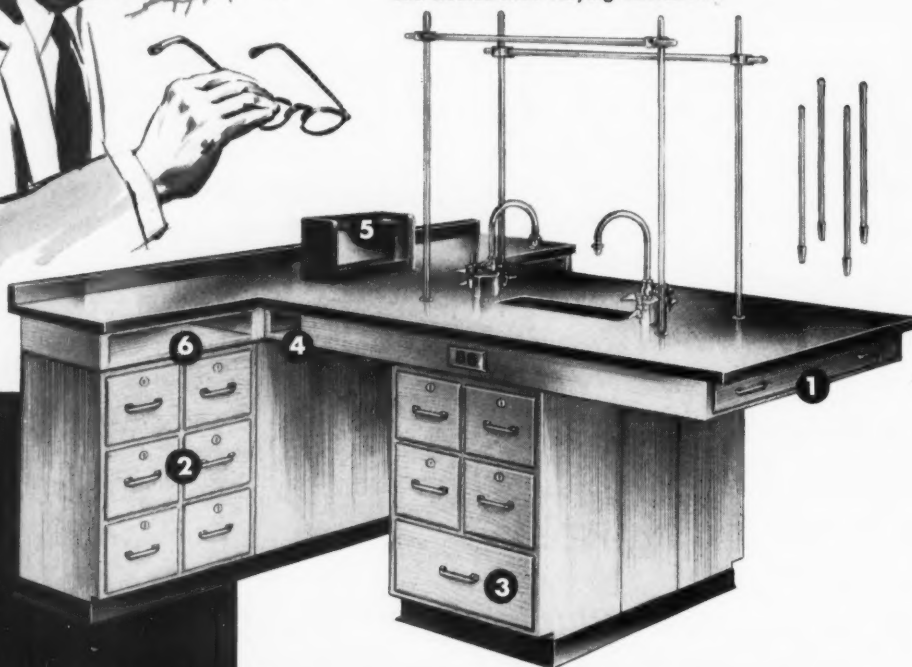
THE SCHOOL EXECUTIVE is published monthly by the American School Publishing Corporation, a subsidiary of Butterfield Publishing Corporation, 470 Fourth Avenue, New York 16, New York. Edgar J. Buttenheim, Chairman of the Board; Prentice C. Ford, President; Frank Raymond, Vice-President; Frank H. Laavy, Secretary; G. E. Carney, Treasurer. Entered as second-class matter at the Post Office at Lancaster, Pennsylvania, under the act of March 3, 1879. Subscription rates: United States and Canada—1 year, \$5.00; 50¢ per copy; back or reference issues \$1.00 per copy. Other Foreign Countries—\$8.00 a year. Member of "Audit Bureau of Circulation" and Educational Press Association. Microfilm, University of Michigan, 313 N. First Street, Ann Arbor, Michigan. Copyright, 1958, by American School Publishing Corporation, 470 Fourth Avenue, New York 16, New York.

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THE SCHOOL EXECUTIVE



AS I SEE IT

by Walter D. Bocking

Let's Think Big in 1959

RECENTLY ONE of the leading newspapers in New York City published an editorial on schools and concluded with the suggestion that we need to think big about our schools. Most of our readers will agree, I am sure, with this proposal. While we need "to think big" at all times, it is particularly appropriate to do so as we begin another calendar year.

What are some of the areas in which "big" thinking is necessary? Let's examine them here.

Quality education for all: Certain questions are immediately thrust at us. What is quality education? Do we mean the same education for all? Are all people entitled to a quality education? Will our country benefit from a quality education program?

These are decisions which the people have to make. They should use all the counsel the educators can give. They should have the facts which are pertinent. They should arrive at conclusions only after careful deliberation. I would hope and believe that the vast majority of people would conclude that a quality education is the right of every individual. As I see it, a quality education means that education which meets the needs of *each individual* and stretches his ability, whatever it is, to the utmost to attain it.

Quality teachers: The most important factor in getting quality education is an understanding teacher. If our schools were staffed with quality teachers throughout, what would they be like? Surely there must be answers. If, as statesmen and molders of public opinion avow in times of crisis, schools are the most important force in our society, then our best people are needed as teachers. A composite of the best qualities that preachers, lawyers, business leaders, skilled workers and cultured citizens possess would indicate the type of person who should be permitted to teach in our schools. American public opinion and performance have gigantic steps to take before schools are manned by the superior types of people their importance demands.

Quality plants: There are two truths about school plants which should be self-evident: (1) plants are for people, and (2) environment teaches. Just thinking and planning and doing what is necessary to get roofs over heads is certainly not enough, difficult as it may be. It is not thinking big. Big thinking is required to plan and

obtain school plants which provide the most constructive environment and are designed to meet the needs of the people who will use them. Judged by these criteria our present educational plants are mediocre indeed.

Quality organization: Then we need to think big about the organization of our schools. We have been using virtually the same organization for schools for decades. Structure needs to be improved and it can be. We have too many school districts that are uneconomical and poor educational units. We can't afford such luxuries any longer.

We must reconsider the length of the school year. Why should schools "open" the day after Labor Day and "close" in May or June? Why shouldn't they operate throughout a year as any successful business does?

The length of the school day needs attention also. The present school day came about to meet the needs of an agrarian age when children had chores to do before and after school.

We need to reconsider whether "grades" and their groupings have any virtue. We need to think about "classes," length of periods, transportation and lunch-room procedures, sequence of courses, ability grouping, use of guidance, and a host of other problems which have organizational implications.

Research: Then we need to think really big about research and how its results can help all along the line. We haven't done much of it, and most of us haven't used it ably. Here is a resource which needs real exploitation.

Money: Next we come to money. Quality education costs money, much more than we are accustomed to spending. The facts are that we have never spent nearly enough money to provide quality education, first-class teachers and the other requisites. The present reliance on the local property tax cannot and should not be expected to provide the major amount of school revenues. The major part of the nation's taxable wealth is subject only to federal taxation. If adequate school revenues are to be had, federal, state and local governments must be welded into a partnership to provide them.

Finally, all media of communications must be used effectively and continuously to tell the whole story of America's largest and most important business—education. We can't act big or really be big unless we first *think big*. This is the challenge for 1959.



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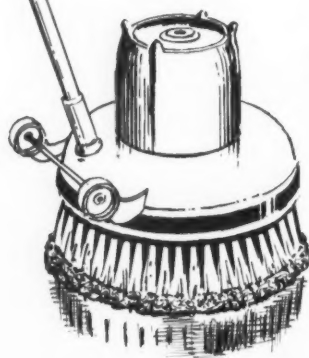
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The Administrator Goes to School

One of the most interesting and useful parts of the AASA annual conclave is the exhibit of school products and services. There are 500 or more exhibits covering acres of ground and showing everything from a new type of toothbrush to immense and complicated automation machines. They provide a showcase of ideas and new ways of doing things. It is one of the most important educational laboratories ever devised. This year's exhibits at Atlantic City will be the largest on record. They will present an even more numerous and diverse line of gadgets tailored for 1959 schools. Every administrator should arrange his time so that at least one day of his time at Atlantic City is spent studying these exhibits.

This year a joint committee of the Associated Exhibitors and the AASA has been appointed and called the New Look Committee. The functions of this committee are really fourfold: (1) to improve the exhibits and particularly their presentation, (2) to inform administrators about the exhibits, (3) to develop closer relationships between the AASA and its convention officials and the exhibitors, and (4) to acquaint the public with the AASA, its program and its convention exhibits. It would seem that the work of this Committee could become an important and valuable aid both for school administration and for the companies which annually exhibit at the convention.

One task the New Look Committee is already sponsoring is a series of advertisements in four of the administrative journals. These have been prepared as a service to the profession. The committee has also prepared preview material on the convention exhibit.

Year by year the work of the schools grows both in size and in complexity. Each year brings an ever wider range of products and materials to serve educational requirements in plant and tools. Within two short decades the AASA convention exhibit also has grown from the limited displays of the Minneapolis, Washington and New Orleans Conventions to the 700-booth affair that has the world's largest exhibit hall bursting at the seams. Today, if a school administrator were to set for himself the job of covering all the exhibits and were to allow himself an average of five minutes for each one, he'd still be walking the exhibit floor at the end of the 42 hours that the Atlantic City Exhibit Hall is officially open.

With limited time and so much to see there is urgent need for advance information that will help you and

your fellow administrators to plan your exhibit visits to obtain from them what will be most useful to you and your schools.

Thank You and Welcome

THE SCHOOL EXECUTIVE years ago adopted the policy of appointing members of its Editorial Advisory Board for 5-year terms. There are two reasons for this policy: five years were all it seemed reasonable to ask busy people to spend at this task, and it has enabled the magazine to have a continuing flow of fresh counsel and advice.

While we believe this policy is sound, we do have one regret. Each year we have to say "good-bye" to friends who have contributed of their talent to make your magazine better. We lost three such people from the board on January first: Superintendent Paul A. Miller of Syracuse, New York; Irvin P. Murphy of the New Mexico State Department of Education, and Dean William O. Penrose of the University of Delaware School of Education. These gentlemen have contributed much during their 5-year terms and we shall miss them.

To take their places on the board we are happy to announce the appointment of Superintendent Victor R. Cullens of Ephrata, Washington; Jack A. Culbertson, professor of education, University of Oregon, Eugene, and Superintendent T. A. Roach of Andrews, Texas.

These young men, who have already won their spurs in school administration, will add strength and new counsel to the Advisory Board of Editors. The other members of the board join with the editors in extending to them a hearty welcome.

It is also a real pleasure to announce that two stalwarts on the board have accepted re-appointment for additional 5-year terms: Superintendents John H. Fischer of Baltimore and Archibald B. Shaw of Scarsdale, New York.



Cullens



Culbertson



Roach

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FLOOR MACHINE—For every type floor work . . . scrubbing, waxing, polishing, troweling, grinding, dry cleaning. Same balanced construction and features as Scrubbing Machine. Quickly converted to scrubbing machine by attaching solution tank and controls. Six models: 12", 14", 16", 19", 22", and 31".

MC-31—31" machine with covering area of 855 sq. in. for cleaning, polishing, steel wooling hallways, large unobstructed areas. Heavy-duty construction, operation similar to other models.

EXPLOSION-PROOF FLOOR MACHINE—For mechanical floor maintenance in hazardous areas without danger of fire or explosion. Can be used near and in combustible material with absolute safety. All electrical components are listed by U/L. Brush sizes: 14" and 16". Heavy-duty switch and 40 ft. Neoprene-covered 3-conductor cord.

LITE-12 and LITE-14 FLOOR MACHINES—Scrub, wax, polish, steel wool all types of floors. Low, balanced construction, efficient, rugged. Fingertip lever-operated momentary contact type switch. Direct ball bearing greaseless gear drive. 1/2 hp AC motor, 30' cord. Lite-12 and Lite-14 have 12" and 14" brush diameters; weigh only 38 and 40 lbs. respectively. Easy on-off attachments. U/L listed. Solution tank available.



INDUSTRIAL VACUUM CLEANERS—MCV-214 and MCV-220, 10 and 16-gal. capacities. Wet or dry pickup. Heavy-duty, portable, quiet, safe, versatile. 1 hp Universal motor, independent cooling system, electronic shutoff prevents flooding. 3-stage turbine, water lift minimum 64". 30' 3-conductor cable, 2 hp switch. 10' 1 1/2" easy-flex white hose, molded rubber ends. Standard attachments available for all wet and dry vacuuming jobs. Also available in extra quiet hospital models.

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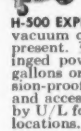


E-200 VACUUM CLEANER—Medium priced all-purpose industrial vacuum cleaner. 1/2 hp AC-DC 115V motor with long-life precision ball bearings. Suction created by 2-stage turbine. 45" minimum water lift. 20-gauge steel tank holds 10 gals. liquid, 1 1/2 bu. dry material. Wt., 48 lbs. Highly portable. Attachments for all cleaning jobs. U/L listed for wet and dry pickup.



F-300 VAC-BLOWER—All-purpose industrial vacuum cleaner and a powerful blower. 16 lb. detachable power head and dust bag for portable blowing or vacuuming. 10 gal. steel tank, 1 hp AC-DC motor, 43" minimum water lift. Complete unit weighs only 50 lbs. Easily portable. Wet or dry pickup. Attachments for every cleaning job.

G-400 VACUUM CLEANER—Similar to E-200 except has 1 hp motor and 63" water lift. Wt., 63 lbs. U/L listed.



H-500 EXPLOSION-PROOF VAC—U/L listed for safe wet or dry vacuum cleaning where explosive gases, liquids, or dust are present. 1/2 hp enclosed motor. Permanently sealed ball bearing power unit. 62" water lift. Aluminum tank holds 10 gallons or 1 1/2 bushels. Static-free bronze wool filter. Explosion-proof switch; 40', 14 gauge 3-conductor cord. All parts and accessories of spark-resistant brass or aluminum. Listed by U/L for Class I, Group D and Class 2, Group G hazardous locations.

ADD-A-TANK—Adapts any industrial vacuum cleaner for heavy volume pickup. Fits 30-gal. or smaller ash can or drum. For cleaning boiler flues, fire boxes, chimneys, milling machinery, grain elevator pits.

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SELECTING MACHINE TO FIT FLOOR AREA

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Floor Area 750 to 2,000 sq. ft.	Floor Area 2,000 to 5,000 sq. ft.	Floor Area 5,000 to 10,000 sq. ft.	Floor Area 10,000 to 20,000 sq. ft.	Floor Area 20,000 sq. ft. and over	Hallways, large unobstructed areas

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LIQUID SPIRIT WAX—For sealed surfaces. Cleans and waxes in one operation. Consists of vegetable and mineral waxes reinforced with special resins. Gives hard, flexible, easily-cleaned surface. Adds life and lustre to all floors except asphalt and rubber. Maroon, tile red, brown, green, gray, colorless.

BLUE BLAZES CLEANER WITH HCP—Concentrated non-ionic synthetic cleaner for all floors. Cleans completely in hard or soft, cold or hot water. Easy rinsing, no soap scum. Cleans with a minimum of scrubbing. Approved by Rubber Mfrs. Ass'n. Meets or exceeds Asphalt Tile Inst. specifications.

SUPER SAFETY CLEANER WITH HCP—All purpose, synthetic-base, anionic cleaner lifts grime quickly, and holds it in suspension for easy removal. Safe for all floors. Cleans perfectly in hardest water. Dilutes 50 or 60:1 for general cleaning; 12 or 16:1 to remove wax.

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Nation's Educators Crowd Capital

THE NATIONAL CAPITAL is, at all times, a popular meeting place for educational groups. This winter, however, it is host to more than the usual number of organizations whose members wish to contact the federal officials responsible for the implementation of the National Defense Education Act, which will expend, in support of various educational enterprises, a total of \$887 million over the next four years.

University heads meet

The American Association of Land-Grant Colleges and State Universities scheduled its 72nd Annual Convention here recently. More than 1,000 representatives of its 68 institutional members showed up to listen to speakers on topics that pointed up the responsibility of the nation's higher institutions of education for assistance in achieving important national objectives.

The Land-Grant institutions came into being after the passage of the Morrill Act of 1862, when income from large areas of federal public lands was set aside for the establishment of schools of agriculture and mechanical arts. They have been the beneficiaries over the years of additional Acts granting financial support, and now receive a total annual appropriation from the Federal Government of about \$5 million for instruction, and \$67 million for agricultural research and extension services. Most of them are state institutions, with the states required to match the federal grants.

The service of these institutions to the nation is incalculable. The annual enrollment now approximates 1/2-million students—18 percent of the total student body of all higher institutions in the United States. As 16 of the Land-Grant institutions that are certified to receive federal funds were originally established for

the education of Negroes, and other institutions are partially or wholly racially integrated, the service of these schools is extended to all. Forty percent of the nation's undergraduate degree holders in engineering come from the Land-Grant schools, and they give 38 percent of the country's Ph.D.'s in all fields.

These schools, already partially supported by the Federal Government, will benefit from the allocations of the National Defense Education Act. Arthur S. Flemming, secretary of the Department of Health, Education and Welfare, told representatives of these institutions that the department he heads had made grants of \$250 million in the present fiscal year for research, construction of research facilities, and training—most of it to educational institutions.

"These funds are not being spent to aid educational institutions," the Secretary frankly reminded them. "They are being made available to institutions of higher education because of a conviction that these institutions can do a better job of helping us achieve national objectives in the areas of health, education, and welfare than any other type of institution."

Warning the delegates that "eternal vigilance is the price of freedom," he asked them to consider whether or not the funds being made available were "weakening our institutions of higher learning." He asked them if the policies and procedures currently being followed by the Federal Government were not, from a long-term point of view, "going to unbalance our education programs and add to our manpower problems because of an over-emphasis on some subject matter areas and under-emphasis on other areas?" He also asked them if the Federal Government was following any policies or procedures "which have the effect of directly or

indirectly interfering with the freedom of our institutions of higher education."

If these questions are answered in the affirmative, Secretary Flemming believes the policies and procedures should be changed.

J. R. Killian, Jr., special assistant to the President for science and technology, selected "The Will to be Strong in Science" as the topic of his convention address. He called for mobilization of our great scientific talents and resources, and asked institutions of higher education to aid in achieving "the full support and appreciation of the American people for science and research."

Turning to improvement in efficiency of faculty personnel, Dr. Killian said of the professor, "We must increase the time he has available for actual teaching, and we must extend the result of his efforts to more students." On the subject of teaching aids, he said, "We in the academic world must get rid of some of our high-hat attitudes about movies and TV, but we must also begin to do some hard research necessary to find out how to use them effectively."

A joint statement issued by the executive committees of the Land-Grant Colleges and the State Universities Association included a protest against the practice of making students pay an increasing proportion of the costs of higher education. (For further details on the convention, see Spotlight, p. 80.)

High court rules on pupil placement

Without any public announcement that it was considering the validity of pupil placement laws, the Supreme Court of the United States released a one-paragraph opinion, apparently unanimously held, that the Alabama Pupil Placement Law is constitutional. The opinion sustained a ruling of a special three-judge United States District Court that the Alabama law "furnished the legal machinery for an orderly administration of the public schools in a constitutional manner by the admission of qualified pupils upon a basis of individual merit without regard to their race or color."

The Alabama law gives local school boards sole authority to determine whether any pupil should attend public school. The following conditions are specified in the law as deciding factors in such admissions: available rooms; teaching facilities and transportation; scholastic aptitude and relative intelligence or mental energy of pupils; the effect of admission of pupils on progress of classmates; possibility of friction among pupils and of disorder or economic retaliation within the community.

The special court announced its decision upon the presumption that the law would be administered by admitting pupils on "individual merit without regard to race or color." It reserved the right to declare the law unconstitutional "in application."

Placement for the four Negro children in Birmingham whose parents challenged the law before the special District Court and appealed its decision to the Supreme Court has not been announced. The ruling of both courts seems to imply that the question of the validity of the law might be raised in individual cases. It will most likely be possible for the parents of the Negro children to charge, after placement is made, that the Board of Education had used other means to determine the placement than that prescribed in the Alabama law.

Teacher joins "Hall of Fame"

Every state in the Union may place statues of two of its distinguished citizens in the United States Capitol's Statuary Hall. For 35 years, Henry M. Rice, pioneer statesman of Minnesota, has stood alone to represent that state among the marble figures of famous Americans in this national "Hall of Fame." A little "school marm" named Maria L. Sanford has now joined him there. She holds the place in recognition of services rendered over a period of 67 years as a teacher in Connecticut, Pennsylvania, and at the University of Minnesota. Her ex-students united with state legislators and others to express their appreciation for a highly-revered teacher, and to give testimony to the regard in which education is held in the Land of Skyblue Water.

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#6 in a series of case studies
on decision-making in administration

Mother Knows Best

AS A RESULT of the increasing teacher shortage, especially at the elementary school level, many administrators find it necessary to use emergency measures in filling teaching positions. This is particularly true when teacher resignations or illnesses occur just before schools open in the fall, or when regular teachers find it necessary to leave after school has been in session for a relatively short time. This case illustrates one set of problems which might occur when an administrator employs a noncertified person whose experience lies mainly in one field—motherhood!

"IT WAS NICE OF YOU, Mrs. Hartnett, to come here after I called you last night. We're getting ready for the opening of school next week, and the place is sort of topsyturvy. But we'll be all set by the time the children arrive on the scene. In some ways, this reminds me of spring house-cleaning."

"It's really no trouble at all, Mr. Booth. It takes just a few minutes to drive over, and I've always been interested in the Carmen School. I've heard so many things about you from other principals in the district. They all speak highly of you and the school."

"Thank you, Mrs. Hartnett. It's always good to hear favorable comments. Right now I'm in a jam, and since you've been recommended by several of the principals for whom you have done substitute teaching, I wonder if you'd be interested in helping me out for a few months. One of our 1st-grade teachers needs an operation. She's been told that she can expect to be back on the job by the first of December. I realize that you have only an emergency certificate, but frankly, it's impossible at this late date to get anyone who is fully certified to stay for such a short time. Tell me, what's your situation at home? Would you be able to spend full time here until the regular teacher returns?"

"That'll be no trouble at all," Mrs. Hartnett replied. "My son is entering morning kindergarten this year in the Clinton Street School, and my mother-in-law will be able to take care of him in the afternoon. I feel that I want to do something to keep me busy, as well as add to our income, and my husband doesn't mind. I intend to take two courses in the evening to qualify for my elementary school license. Most of the work I've done in history has been accepted by the state education department."

By **MORRIS HAMBURG**, principal, Fulton School, Hempstead, N. Y. This case is taken from his book, "Case Studies in Elementary School Administration," published by Columbia University.

ment. I also feel that since I'm a mother, I understand children. I'll do the best I can to do a good job for you. I've always lived in this community, and I think I know it very well. As a matter of fact, many of my friends live in this area, and I'm very active in church and community affairs. I understand that this is considered very important today."

Mr. Booth thought for a moment and then said, "All right. You will have to see the superintendent to make arrangements about salary. I'll give you the address of the regular teacher, and you can discuss the reading series she uses and whatever else she would like to have you do until December. She won't be going into the hospital until next week. And here's a handbook about our school that may answer a lot of questions regarding our routine.

After Mrs. Hartnett left, Mr. Booth called his superintendent, who complimented him on being able, at that late date, to get someone on a temporary basis. Although Mr. Booth had some mental reservations regarding Mrs. Hartnett, he felt there was very little choice in the matter. Two things bothered him. One was the placing of an inexperienced, unqualified teacher at the 1st-grade level. He had always tried to put his strongest and most able teachers there. Furthermore, he was doubtful about hiring anyone who was a lifetime resident of the small suburban town in which the Carmen School was located. While most of the teachers lived in the community, they were not lifelong residents. Mr. Booth had heard many discussions—pro and con—about this practice. "But what else can I do," he said to himself. "This is the week before school opens, and she seems eager to please. I just hope it'll work out satisfactorily."

At the faculty meeting just prior to the opening of school, Mr. Booth introduced Mrs. Hartnett to the rest of the faculty, who gave her a cordial welcome. Mrs. Hartnett had obviously come well-prepared to take care of the 1st-grade class of 29 children. From the very beginning, she seemed to have the group in good order. Mr. Booth noticed that even during the very first week, he could walk into her classroom and find that the children were all occupied with their tasks. Mrs. Hartnett seemed to have no difficulty in maintaining a high degree of pupil interest.

About two weeks later, Mr. Booth called a meeting of the primary teachers to arrange a playground schedule as well as details regarding primary assembly programs. He always used this opportunity to discuss any problems of mutual interest to the primary teachers. When all eight teachers were assembled, the question of the playground schedule was discussed. Since the play facilities were limited, some tight scheduling was necessary, and some classes would not get the most desirable times. Mr. Booth was rather taken aback when Mrs. Hartnett became quite insistent on having the best times made available for her class. The other teachers, also, seemed rather annoyed by this, but they gave in without much comment.

Later in the meeting, Mrs. Hartnett questioned the use of the current primary-grade reading series, saying, "I think these books are much too difficult for the children. My youngster, although he's only in kindergarten, is a

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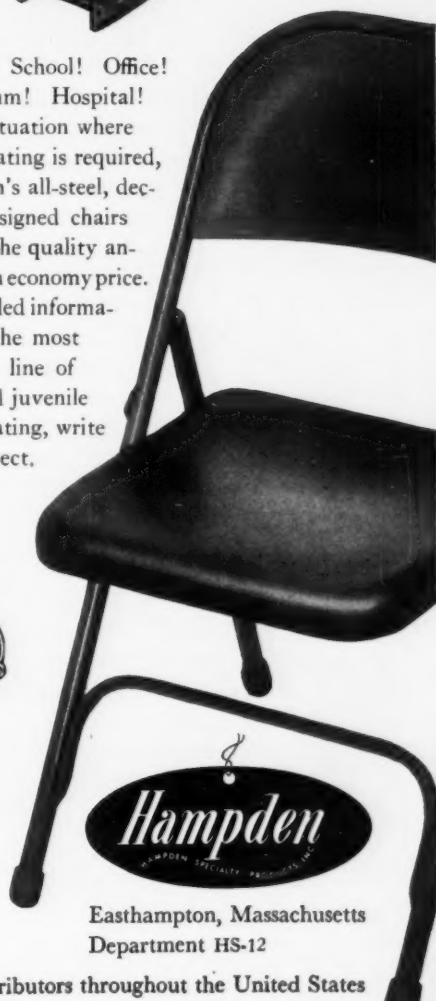


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(Case study continued)

very bright boy, and he doesn't like *these* reading readiness books at all. I hope we can get them changed in the very near future."

The silence in the room was deafening. Finally, Miss Adams, one of the other 1st-grade teachers, with 15 years of experience, said, "I think when you've taught with these books for a while, Mrs. Hartnett, you'll find that they are not as bad as you think. I used to feel the same way about them. But if you'll use the manual, you will find some most helpful suggestions. Why not give it a fair try?"

Mrs. Hartnett replied, "I suppose one can get used to them, but I'm sure that the authors didn't have any children of their own. However, I'll do the best I can."

Mr. Booth listened to this exchange with deep concern but felt nothing more could be said at this time. He was glad to see Mrs. Hartnett's real interest in the reading series, but he wished that she had not made up her mind so rapidly about its value. Only two years before, the primary teachers had spent many tedious weeks screening available series and had unanimously adopted the one now in use.

Later that month, another incident occurred that raised more doubts about Mrs. Hartnett in Mr. Booth's mind. It happened at a class mothers' tea. It was customary for the mothers and the teacher of each class to have a get-together at school. The expense was borne by the PTA, and the teas afforded an excellent opportunity for the parents to get to know each other and the teacher.

After the usual introductions were made by the class-mother and the principal, Mrs. Hartnett was introduced, and she immediately launched into an explanation of the 1st-grade program. Mr. Booth admired the diplomatic manner in which she handled the matter of her temporary assignment. She seemed to give the mothers confidence that their youngsters would be off to a good start. However, as she warmed up to her subject she became more and more positive in her statements. When she came to the reading aspect of the 1st-grade program, she stated in a resigned way, "Although I feel that the reading series we are using is too difficult for 6-year-old children, I hope that they will get used to it in due time. I'll do the best I can with what I must use."

This remark set off excited whispering among the group, and finally one mother said, "If the series is too difficult, why is it being used? Perhaps Mr. Booth can tell us?"

Mr. Booth said, "We used this series for the first time last year, and we have found it to be most satisfactory. I'm sure that once the reading program gets started in earnest, you will find it so, too."

Although this seemed to satisfy the questioner, Mr. Booth felt that the entire incident could easily have been avoided, and after the meeting he said so, flatly, to Mrs. Hartnett. She replied, "I didn't mean to put you or anyone else on the spot, but I honestly feel this series is a very difficult one to handle. However, you know I'll do my best. As for the mother who asked the question, don't

worry about her. I know her very well and I can take care of her."

But Mr. Booth's troubles were just beginning. After the "tea episode," he decided to observe Mrs. Hartnett's class more often than was his usual practice. In several visits he received the impression that what looked like good discipline in her room was actually the result of the children's fear of her. While this disturbed him, there was nothing that Mr. Booth could pinpoint and ask her to change.

About the middle of October another incident occurred. Many of the teachers gathered in the faculty lounge during the lunch hour, and Mr. Booth had always felt that the faculty should have the room to themselves, so he seldom went there. However, on this occasion, when no messenger was available, he found it necessary to contact one of the teachers about an important telephone call. He made sure that he rattled the doorknob sufficiently for everyone to know he was entering. This was a standing joke among the faculty, and he always laughingly commented that the conversation seemed to stop whenever he entered that room. The fact of the matter was that Mr. Booth's entrance never did cause any such consternation. On this occasion, however, the conversation did stop, and Mr. Booth felt quite uncomfortable.

Finally, Mrs. Hartnett, who was sitting at one of the tables, said, "We were just discussing teacher qualifications. I feel very strongly that only someone who has had children can really understand them. Now, you're a father, Mr. Booth, what do you think?"

"Well," Mr. Booth answered, "I can see many advantages, but I'm afraid that frequently people can't see the forest on account of the trees. It could be quite a disadvantage, especially if one thinks that all children behave exactly as one's own. As a matter of fact, if we were to carry your argument through to its logical conclusion, I suppose no doctor should endeavor to deliver a baby unless he's had one of his own first!"

"Oh, come now," Mrs. Hartnett countered. "You've got to admit there are a lot of things that teachers can't understand unless they've had children of their own."

Mr. Booth noticed that two of the teachers present, Miss Adams and Mrs. Oliver, were getting quite perturbed, and he quickly changed the subject.

Later that day, Miss Adams and Mrs. Oliver came to Mr. Booth separately, and they each told him that they would not be able to contain themselves much longer if Mrs. Hartnett's attitude persisted. It seemed that for several weeks past they had been subjected to the type of "commentary" he had heard at noon, and that things were "rapidly becoming unbearable." Mr. Booth assured them that he understood their feelings, but that since Mrs. Hartnett's stay was only temporary, he felt it would be best for them to continue to ignore her criticisms.

Unfortunately, Mr. Booth's statement regarding the length of Mrs. Hartnett's stay in the Carmen School was not accurate. Just before Thanksgiving, he was informed by his regular 1st-grade teacher that another operation would have to be performed, necessitating her absence

January, 1959



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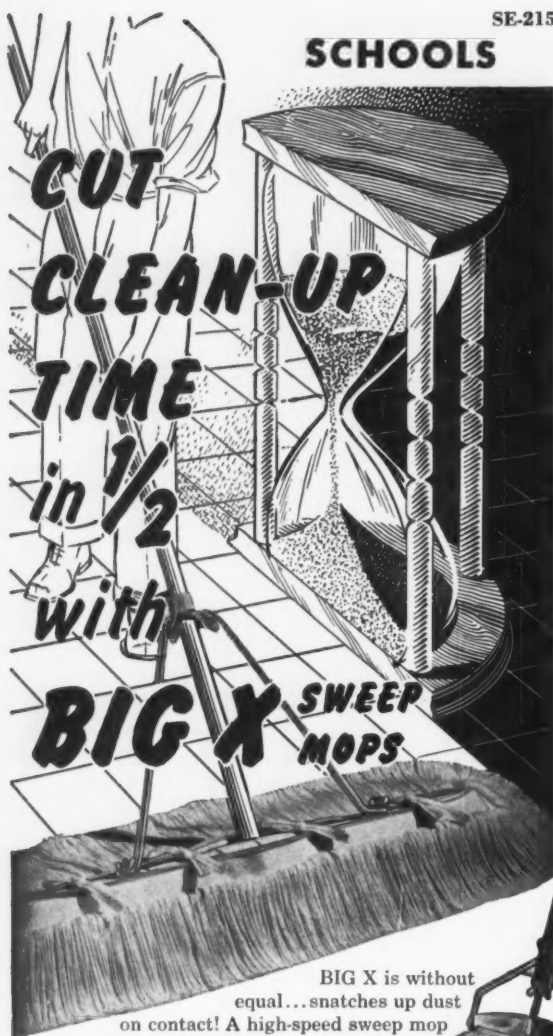
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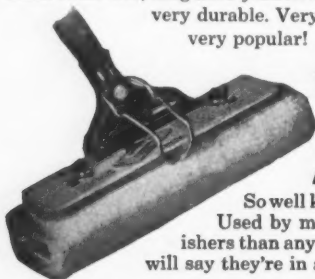
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(Case study continued)

until April. Mr. Booth felt that under the circumstances, it would be difficult for the children to make a change at this time.

During the hectic weeks preceding the Christmas holidays, everyone was so busy that very little attention was given to Mrs. Hartnett. However, after the long Christmas recess Mr. Booth was again confronted with a series of problems revolving around her.

At the general faculty meeting, Mrs. Hartnett voiced her displeasure about the 7th- and 8th-grade academic program in the school. When the topic of general neatness among the children was discussed, she made it very clear that unless teachers were parents they could not really understand this problem among the children.

Next, Mr. Booth began to receive complaints from some of the parents that Mrs. Hartnett was much too strict with the children. They seemed to fear her more and more as the year progressed. One parent in particular, Mrs. Tremayne, was quite upset. Late in January she asked for an interview with Mr. Booth and told him that she did not know what to do about her daughter Margaret. Margaret was an immature, sensitive child and she was in deadly fear of Mrs. Hartnett. Mrs. Tremayne said, "You know, Mr. Booth, I could talk with Mrs. Hartnett about this, but unfortunately I know her socially, and I'm afraid that it might hurt our relationship."

Mr. Booth had heard other such remarks from parents who resented her rigid attitude in the classroom.

Mr. Booth had several conferences with Mrs. Hartnett about these matters, but in every instance her answer was, "Oh. I've known them for years, and I'm sure that I'm doing the right thing for their children." Mr. Booth insisted that Mrs. Hartnett be as objective as possible with every child in the room, and that she not let her personal relationships with families enter the picture.

Late on Friday afternoon in February, after Mr. Booth had gone home, his telephone rang, and an excited Mrs. Tremayne told him, "I won't put up with this any longer." According to her, Margaret had whispered unnecessarily in class that afternoon, and Mrs. Hartnett had taped her lips to punish her. The mother had called Mrs. Hartnett to verify this report, and Mrs. Hartnett's answer had been, "Yes, she's telling you the truth. I hope Margaret also told you that she was most unruly and kept right on talking after I specifically forbade her to do so. I think this will teach her a lesson."

Mrs. Tremayne continued, "My child is simply terrified, and I have had to put her to bed. I don't know how I am going to get her to school Monday. Frankly, Mr. Booth, something has got to be done. Things have gone far enough."

Mr. Booth told her that he would check with Mrs. Hartnett the first thing Monday morning. But Mrs. Tremayne wasn't satisfied and told him that she wanted this settled immediately. After promising Mrs. Tremayne that he would call her again, Mr. Booth called Mrs. Hartnett. She answered the phone, and Mr. Booth began. . .

Question: If you were in Mr. Booth's position how would you begin?



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New Adventures in Tomorrow's Education

by JOHN K. NORTON

Professor Emeritus
Teachers College
Columbia University

Whether public education will slump, stand still or advance in 1959 is not fore-ordained. The verdict of the American people will decide. This verdict in turn will depend in no small degree on the leadership they receive. What are the elements of the leadership which they deserve?

Challenges to educational leadership

Educational leadership in 1959 should be concerned with three major questions: (1) How to deal with criticism of public education; (2) How to project an education appropriate to the demands of our times; and (3) How to secure sufficient money to finance the needed program.

These questions are inter-related. Properly dealt with they would add up to a policy for American public education.

Criticism of education

Public education has been the target of a barrage of criticism in recent years.

The unique American conceptions of public education in our early history were a threat to vested interests and authoritarian institutions which had been brought over from Europe. Universal educa-

tion is still a threat to forces of reaction, as well as a promise of better things to come.

Controversy concerning education is inherent in a free society. It has been a root source of educational progress in the United States. The keen interest of the people in their schools reflects realization of their basic importance.

Current criticism of education ranges from irresponsible name calling and misrepresentation to thoughtful and constructive proposals for improvement. Most of the former type of criticism can be disregarded. In dealing with it, a good question to ask is: "Do the facts show that this particular accusation applies in this community, or in this state?" If the answer is "yes," remedial action should be taken promptly. If the answer is "no," citizens will not be fooled long if the facts are made available.

Basic issues of educational policy

One type of educational criticism, however, cannot be ignored. Some proposals, regardless of intent, would destroy public education.

A recurring demand is that there should be improvement in the quality of public education. And

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who wants to aim at anything less? However, when specific proposals are made for achieving this worthy end, they often espouse "elite" versus "mass" education. We must choose between the two, we are told.

In seeking excellence in public education, we should not choose between education for all and preparation of a highly trained personnel. Enlightenment of all the people is essential for a government of the people. Technological and social change now also demand a highly prepared personnel—larger in numbers and percentage of population than ever before. True, we need to step up provisions for the gifted, but not at the price of neglect of the average and below average.

There are also those who define quality education as synonymous with uniformity in educational content and procedure. Disregarding the stubborn fact of wide individual differences, they demand that only those able to achieve some arbitrary standard in verbalistic material, measured by automatized testing gadgets, should enjoy more than meager educational opportunity.

If we have fundamental understanding of the concepts of equal opportunity and respect for individual personality, we will challenge the foregoing fallacious definitions of quality in education.

A primary duty of educational leadership

The biggest job which confronts educational leadership in 1959, however, does not lie in countering ill-considered proposals even though they strike at the unique structure and pattern of American public education. These must be defeated, but at best this is a defensive tactic rather than a basic strategy for achieving excellence in public education.

The great task to be performed is improving the schools. A gap exists between the needs of society and the educational benefits being received. We



Enlightenment of all the people is essential for a government.

need to improve the effectiveness of the schools in preparing citizens to deal with domestic problems of increasing scope and complexity. The relation of education to the changed and changing world scene, and to the role which the United States must play in it, must be appraised and acted upon promptly. Better education of top talent, not only in the fields of science, mathematics and language, but in all cultural areas must be accomplished. Education for increased productivity is essential in maintaining a high standard of living and in guaranteeing national security.

The role of education in providing a more healthful environment for teenage youth under modern industrial and urban conditions must be clearly defined and put into effect. Mounting juvenile delinquency testifies to failure in this regard, by society as a whole as well as the schools. There is need to assess the significance for education of the fact that military preparedness places new obligations on youth today.

Such are the positive issues of educational policy and purpose to be dealt with in 1959. The whole job cannot be done in one year, but a start can be made. Cooperative action by citizens in general and educators in particular in dealing with such questions will be a long step towards the kind of education our society needs, and incidentally will be the best response to criticism of the schools.

There is solid backing for the idea that education has a major and growing role to play in the evolution of our great society. A series of national commissions of representative citizens have so concluded. The Committee for the White House Conference, headed by Neil H. McElroy in 1956 and President Eisenhower's Committee on Education Beyond the High School in 1957 reported that the survival and welfare of mankind may depend on the kind of education we give our citizens and leaders.

In 1958 a special report to the Rockefeller Brothers Fund concluded that:

Education has always been essential to the achievement of our political and moral objectives. It has emerged as a necessary ingredient in our technological advancement. And now events have underscored its value in terms of sheer survival.

The problem of finance

Achievement of a breakthrough in educational program must be accompanied by corresponding decisive action in its financing. This claims that one of the ingredients of better performance by the schools is adequate support, and that without this ingredient most of the hopes for educational excellence will end in futility.

It would be hard to find a more fallacious conclusion concerning the financing of education than

that "we cannot, for any amount of money, buy a better education for our youth." This not only takes issue with common sense but, more important, is at odds with research on the cost-quality relationship in education. This research finds that there is high correspondence between level of school support and: (1) quality of teaching personnel employed and other school facilities available; (2) achievement in the three R's in elementary school and in academic subjects in high school as measured by standard tests; and (3) scope of educational program.

Excellent teachers, trained counsellors, superior administrative leadership, as well as school buildings and other physical equipment essential for high performance, are costly. Furthermore, school personnel must be employed today in a highly competitive market for top talent. Any enterprise, public or private, which now operates under the handicap of financial semi-starvation will lose out in securing its fair share of such talent. The fact that education has so operated, first in the depression of the 1930's, then during World War II, and recently in the post-war period, is a root cause of its current shortcomings.

The warnings of a series of Commissions have been disregarded. The National Resources Planning Board in 1943, President Truman's Commission on Higher Education in 1947 and the Twentieth Century Fund in 1950 all indicate that increased expenditures for education are needed for an educational program adequate to meet our national needs.

In 1958 a study panel reported to the Rockefeller Brothers Fund as follows:

All the problems of the schools lead us back sooner or later to one basic problem—financing. It is a problem with which we cannot cope half-heartedly. . . . It will not be enough to meet the problem grudgingly or with a little money. The nation's need for good education is immediate. And good education is expensive.

A major responsibility of educational leadership in 1959 is to present local and state educational budgets which do more than maintain the financial status quo. These budgets should aim at a breakthrough to new conceptions as to the importance of first-rate education.

Citizen groups should be enlisted in defining a quality program and in estimating its cost. There should be a sharp break with the policy of timidly presenting a minimum budget which we hope the people may be willing to finance. Rather, the budget should propose expenditures sufficient to buy the kind of school program which the people should want to support in the interest of individual well-being and national security.

There are powerful forces to support such a strategy for public education in 1959. There is the



Cooperative effort by citizens and educators will be a long step towards the kind of education our society needs.

great American tradition in education founded on respect for the individual and belief in the necessity of universal education. The pronouncements of responsible national commissions of lay citizens not only acknowledge the traditional values of universal education, but also emphasize its major role in national survival.

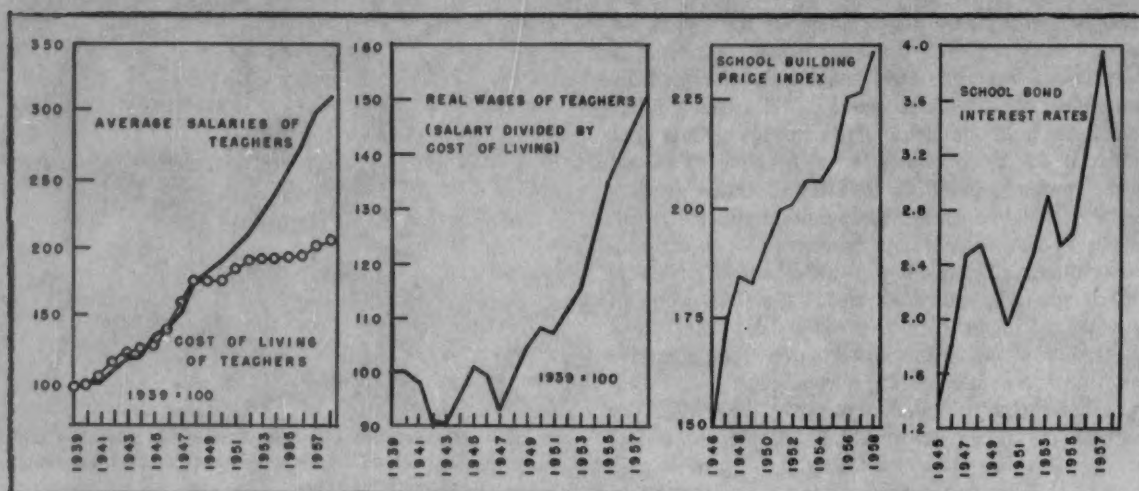
The Federal Government has cast off its lethargy regarding the financing of education in its declaration of policy in the National Defense Education Act of 1958:

The Congress finds and hereby declares that the security of the Nation requires the fullest development of the mental resources and technical skills of its young men and women. The present emergency demands that additional and more adequate educational opportunities be made available . . . the present educational emergency requires additional effort at all levels of government.

In the Act which this statement introduces, the Congress authorizes funds to assist in financing loans to able students; national defense fellowships; better provisions for identifying and counseling able students; and the development of better programs in science, mathematics, foreign language and vocational and technical education.

The turn of the tide

There are signs that the period of captious criticism, of confusion and of myopic vision concerning the role of education in the world of today is about to pass. Factual material is replacing hearsay and outrageous claims that "we are less educated than 50 years ago." Reports "from the grass roots" are beginning to come in and as they do, it is becoming clear that "bargain-basement education is no bargain." A new faith in public education is one of the creative forces whereby America will fulfill the potential of its ideals.



Salaries, Bonds and Building Costs

by HAROLD F. CLARK
Economic Analyst
Teachers College, Columbia University

1958 has set a new all-time record in school building volume. As far as prices are concerned, some rose, others declined. But, in general, school building prices rose much less than they have in recent years. Building materials maintained relatively stable prices whereas building labor continued its uninterrupted advance of many years. The rate of advance in building wages was somewhat slowed down, however.

School bond interest rates experienced violent fluctuations during the year. In January, the average interest rate on school bonds was 3.81 percent; by April, it had slumped to 2.82 percent. The rise in interest rates was almost as drastic. By the end of the year, interest rates had boomeranged back to where they had started at the beginning of the year.

Teachers' salaries rose about 3 percent in current dollars. The cost of living of teachers rose somewhat less than this amount so that the final result was an increase in their real wages.

Recently published statistics indicate that beginning salaries for women teachers are about competitive in most areas. In fact, beginning salaries of women teachers are substantially above the beginning salaries of all women college graduates. This situation holds true for the first few years of teaching. The best figures available indicate that the profession is getting the above aver-

age in ability of the women college graduates and is also paying substantially above the average wage.

The real problem comes with the amount of advancement a teacher can expect. And it is this lack of sufficient salary increments and the slow rate of promotion that fail to attract many members of the upper graduating class quartiles. Because of this situation also, the extremely able person who plans to work for a long period is quite likely to stay away from teaching.

Just because salaries of beginning teachers are reasonably competitive for average college graduates does not mean that a good many school systems will not have difficulty to obtain teachers. In many cases, the openings are located in communities that have no appeal for prospective teachers. Where this is so, either unusually high salaries have to be given or else something has to be done to improve the unsatisfactory living conditions. There are many things that a community can do that are more important than modest increases in salaries to draw candidates.

A very large fraction of women teachers stop teaching before they have taught five years. Most of those who stop teaching are girls who plan to be married. While loss to the school system is for a noble cause, it does mean a continued recruiting problem for the school. With proper organization and future planning, many of these teachers could reappear in the classroom when their children were grown.

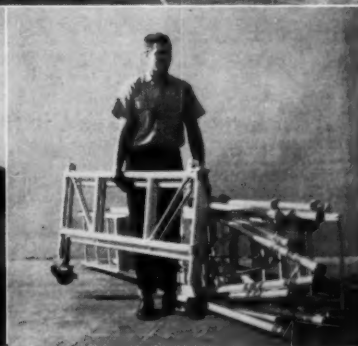
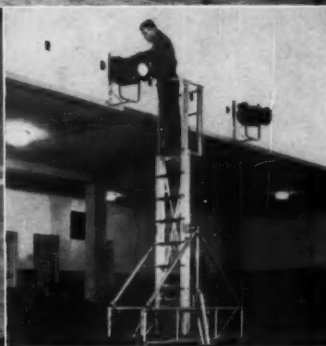
Salaries are also out of line for very able people who might go into administration. The salaries of elementary school principals, high school principals, and superintendents have not kept pace with teacher salaries or with other comparable occupations. Unless this situation is corrected, it is bound ultimately to lower the quality of persons in the key educational positions.

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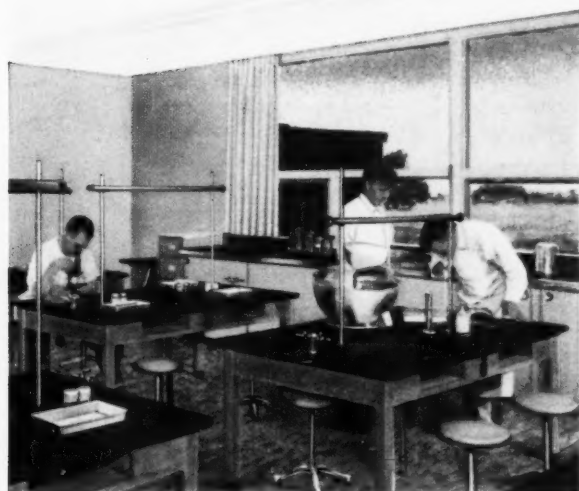
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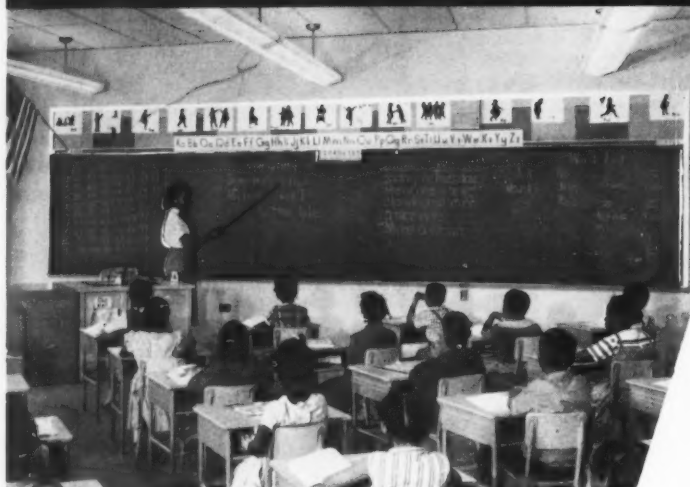
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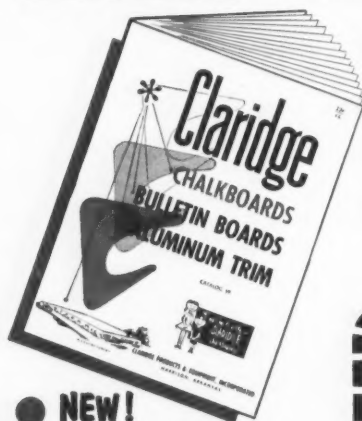
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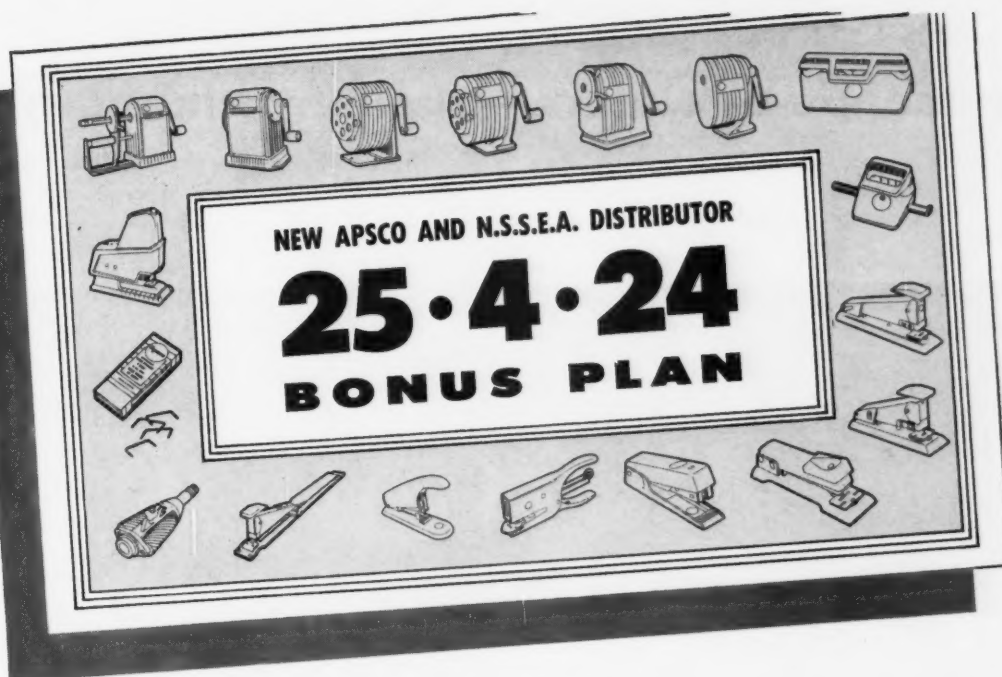
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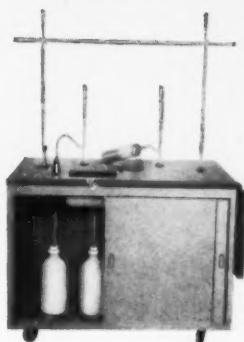
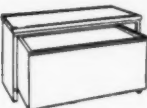
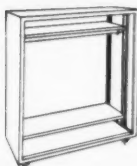
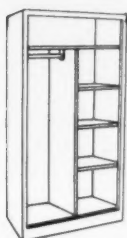
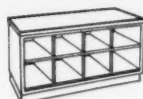
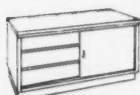
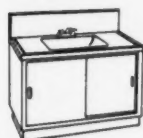
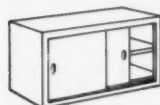
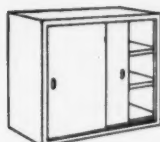


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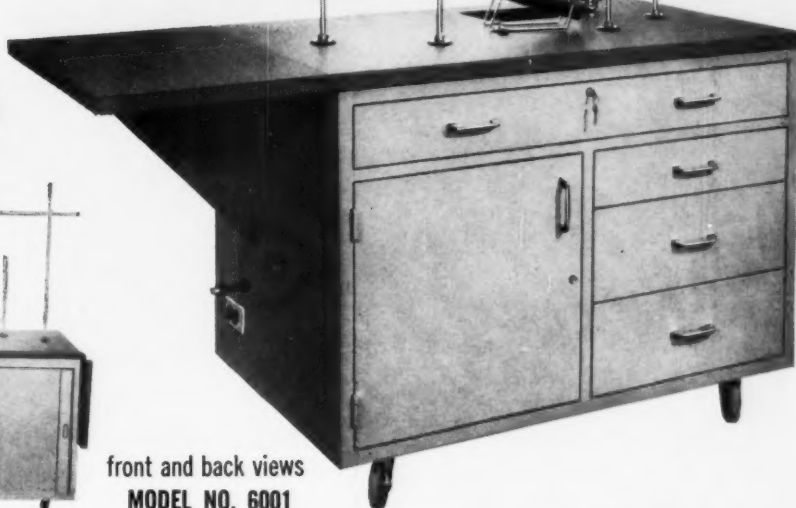
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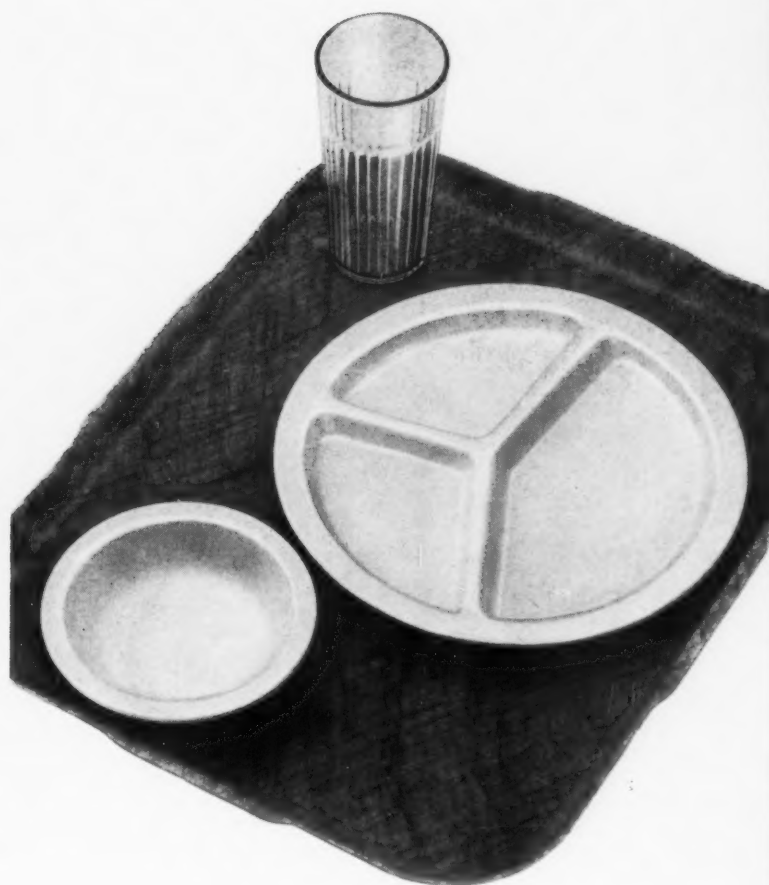
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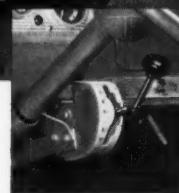
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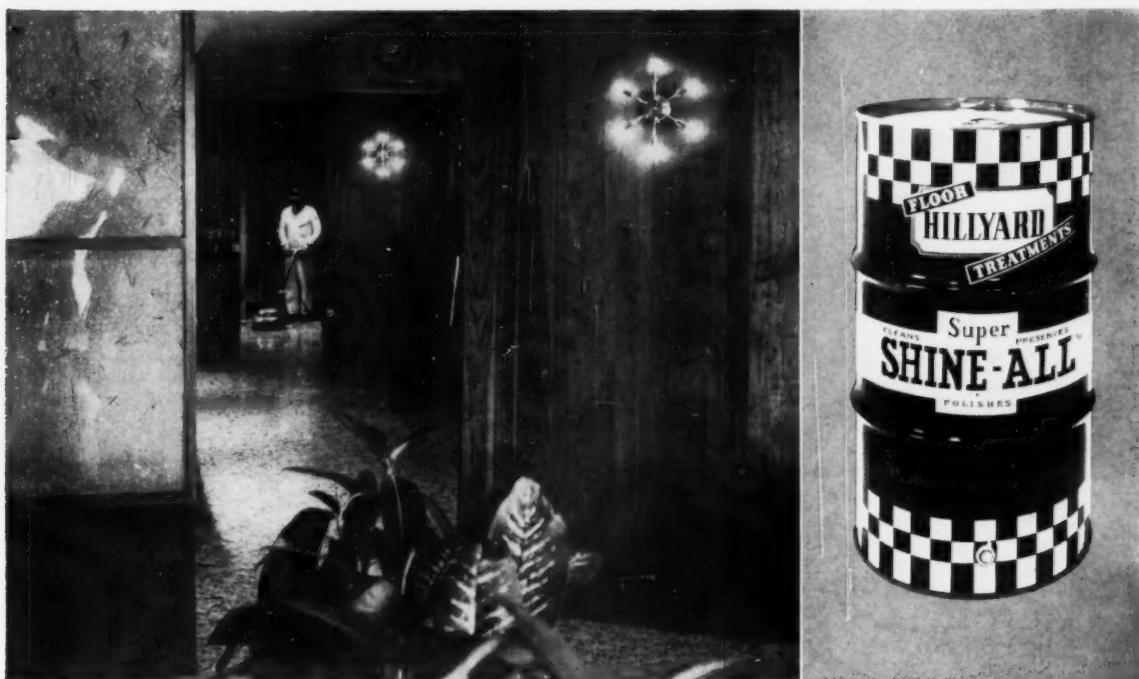
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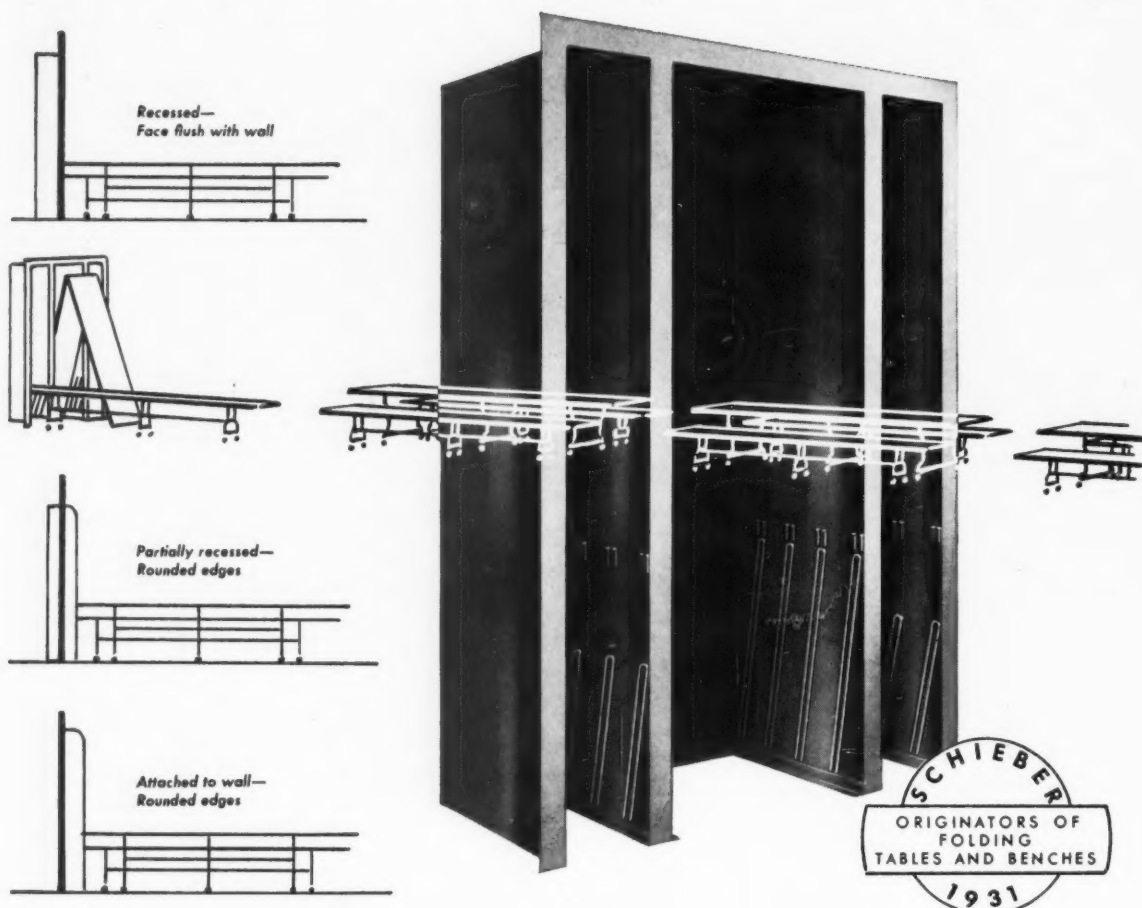


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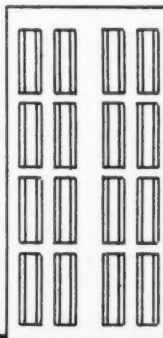


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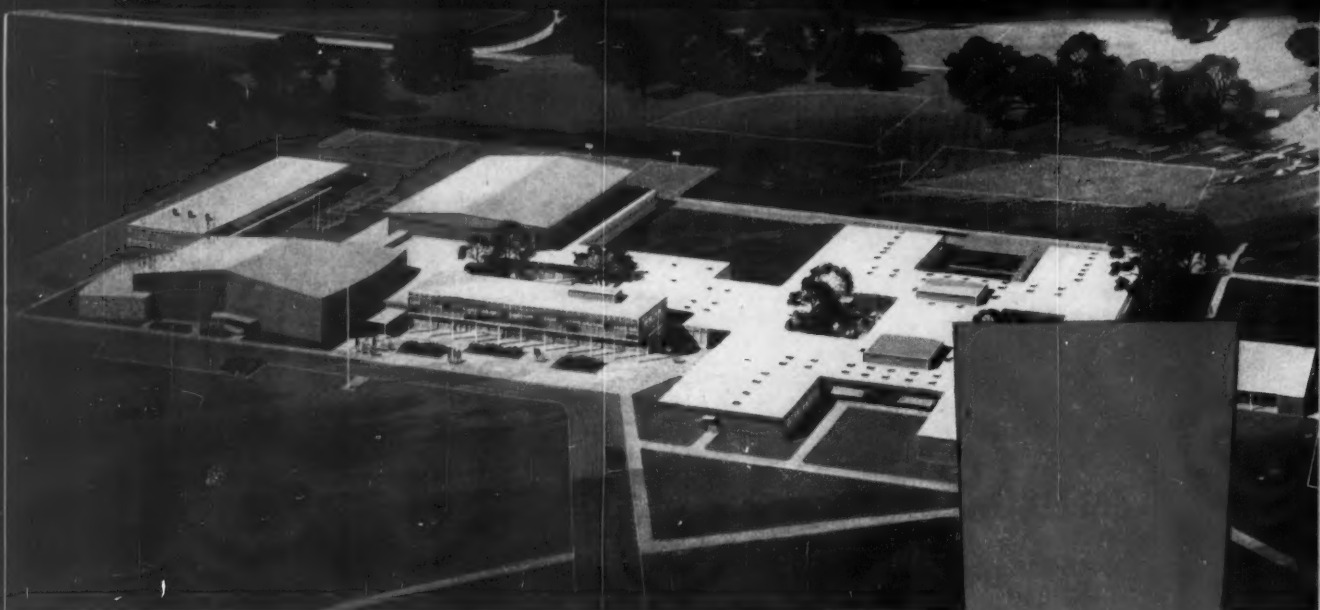
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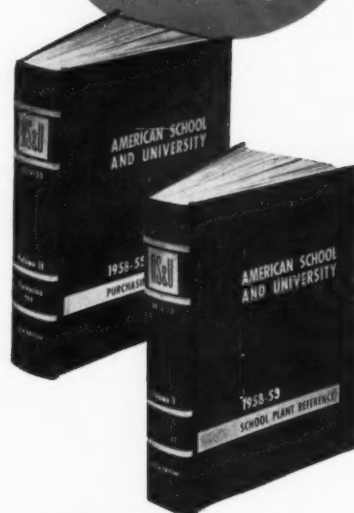
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THE SCHOOL EXECUTIVE



AN INTRODUCTION

We present in this issue of *THE SCHOOL EXECUTIVE* the sixth annual review of important happenings in the preceding year and their implications for school administration. It is our hope that this look at 1958 will stimulate and assist administrators everywhere to take a hard look at their own situations in light of the national picture. We suggest that these materials also be used in administrative council meetings, faculty programs and PTA or citizen group meetings.

Many people assisted in the preparation of this year's review. Scores of personal interviews were conducted. Small groups were brought together to provide information and to discuss meanings and implications. Hundreds of administrators responded to our written inquiries. It was the task of the editors to take this immense body of information, correlate it, boil it down to its essence and present it in what we trust is an appetizing and usable package. To all who have assisted so generously, we say "thank you."

This year, we are presenting a parallel story in pictures to keep before you why we have schools and to remind you of the characteristics of those whom the schools serve. How the year looked to the local superintendent is told in quoted passages sprinkled through these pages.

Here, briefly, is what follows in our review of 1958: Lawrence Cremin, the brilliant young educational statesman at Teachers College, Columbia University, sets the stage by analyzing national events and their educational implications. Then follows, in capsule form, the important events in education which affected administration along with a listing of some of the things which *should* have happened but didn't. Next is a round-up of what educators themselves reported as their satisfactions and concerns during the year. This is followed by a composite picture of impressions of 1958. Then, attention is directed to the question, "How well did school administration perform in 1958?" Eleven administrators help to frame the answers to this question. Finally, a panel with the salient facts before them draws pertinent implications for 1959 and the years beyond.

This is the plot. The stage is set. Let's draw the curtain and see for ourselves.

1958

A year of crisis in education

LAST YEAR THE VOICE OF MODERATION
COULD HARDLY BE HEARD ABOVE THE
DIN OF EDUCATIONAL CONTROVERSY

E DUCATION WAS NEWS in 1958. In the press, over radio and TV, in their legislatures, and in their living rooms, Americans were engaged in the most searching reappraisal of their schools since the days of Horace Mann. The reappraisal was not new; it had been going on with varying intensity for a decade at least. But in 1958 it burst into the forefront of national affairs, and in a few short months assumed all the proportions of a major national crisis.

At the year's beginning, the Russian Sputnik was three months old and the American Explorer had yet to be born. President Eisenhower in his Oklahoma address of November, 1957—which incidentally had come during National Education Week—had urged every school board and PTA “to scrutinize your schools’ curriculum and standards to see whether they meet the stern demands of the era we are entering.”

“As you do,” the President continued, “remember that when a Russian graduates from high school he has had five years of physics, four years of chemistry, one year of astronomy, five years of biology, ten years of mathematics through trigonometry, and five years of a foreign language.”

Not only school boards and PTA's, but editors, columnists, admirals, scientists and pundits galore had taken the President at his word. By January no daily newspaper was complete without its report of someone's most recent advice about whom, what and how the schools ought to teach.

Opinion ranged all the way from Admiral Hyman Rickover's zealous advocacy of school on the European model—he characterized our own educational attitudes as “uncritical holdovers from the past having no validity today”—to the Educational Policies Commission's warning that “the real challenge to America is to fulfill the great potential of her own ideals.”

The launching of an American satellite late in January did little to change the public mood. The debate merely intensified. And as might be expected, it was the Cassandras who made the headlines.

In March, *Life* began its much-heralded five-part

series on the “Crisis in Education,” a series which, in the words of publisher Andrew Heiskell, caused more discussion and controversy than any in the magazine's history. While the quality of the articles varied from week to week, their temper was well expressed, unfortunately, by Sloan Wilson's condescending caricature, “It's Time to Close Our Carnival,” and by an acrimonious and pathetically ill-informed editorial damning educationists in general and John Dewey in particular.

Other national opinion-moulders—notably *Look* and the *Saturday Review*—tried to pursue a more balanced, analytical approach; but the voice of moderation could hardly be heard above the din of educational controversy.

Then, in June, the now-famous Rockefeller Report on education was released to the public. Prepared by a distinguished panel under the chairmanship of the Carnegie Corporation's John W. Gardner, the document was fully two years in the making—testimony, by the way, that while Sputnik may well have dramatized our educational crisis, Sputnik had hardly created it.

Brief, penetrating and eloquent in its simplicity, the Report seemed to clear the pedagogical air. It correctly located much of the educational ferment in “the continued pressure of an ever more complex society against the total creative capacity of its people”; and it restated in compelling terms the fundamental commitment of education in a free society: to assist individuals in the pursuit of excellence.

“To be sure,” the panel wrote, “conditions in the world require that we think in terms of our performance as a nation. But in its deepest sense our concern for human excellence is a reflection of our own ideal of the overriding importance of human dignity. It is not a means but an end. It expresses our notion of what constitutes a good life and our ultimate values.”

The panel dealt with many much-publicized themes: rising enrollments, the critical shortage of qualified teachers, the pressing need for federal assistance. But its concern for the pursuit of excellence, in preserving the dual American commitment to quality and equality, was by far its most significant contribution.

by LAWRENCE A. CREMIN

The dynamic and versatile Dr. Cremin is head of the Department of Social and Philosophical Foundations of Education at Teachers College, Columbia University. He has written two books on education and has co-authored four more. Two years ago he was a Guggenheim Fellow, at which time he was Visiting Lecturer in Education at the University of Wisconsin.



In contending that excellence must "embrace many kinds of achievement at many levels," the panel upheld the healthful pluralism at the heart of American education, eschewing proposals that we return to any narrow intellectualism. And in rejecting the notion that "native capacity is the sole ingredient in superior performance," the panel turned its back on rigid selectivity at any age level. Yet in espousing the pursuit of individual excellence, the panel also repudiated any compromise with mediocrity, anti-intellectualism or conformity to mass standards.

"The society which scorns excellence in plumbing," Chairman John Gardner wrote later in the year, "because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

The Rockefeller Report put no end to the crisis over purpose. But in August, schoolmen found that the dark cloud of controversy had a silver lining. Congress, undoubtedly impelled to action at least in part by political pressure growing out of the debate, passed the National Defense Education Act authorizing \$887 million over a 4-year period to the nation's schools. While the Act did nothing about scholarships, school construction or teachers' salaries, it did earmark substantial funds for the improvement of instruction in mathematics, natural sciences and foreign languages, and for guidance services and testing programs.

Most important, perhaps, the Act seemed to mark a new phase in federal relations with the schools. Only time would tell, however, whether this was merely one more specialized federal-aid program or really the beginning of a more general federal effort to assist in the long-range improvement of American education.

II

THE SEGREGATION CRISIS deepened perceptibly during 1958. By March most of the Federal troops had been withdrawn from Little Rock, Arkansas, the focus of the crisis since the beginning of the 1957-58 school year. Yet

observers reported that tension was running high both in and out of Little Rock's Central High School. Late in May, Ernest Green, one of the nine Negro children to enter Central High the previous September, graduated, becoming the first of his race to do so there. Then, three weeks later, a whole new phase of the struggle was precipitated by Federal District Judge Harry Lemley's decision to permit the Little Rock School Board to suspend integration until January, 1961.

Until Judge Lemley's decision, there had been slow but steady progress in realizing the Supreme Court's 1955 mandate that school systems move "with all deliberate speed" toward racially desegregated facilities. But the progress had been at least in part deceptive, since most of the advance had been accomplished in border states like Maryland, Delaware, West Virginia, Kentucky and Missouri. The deep South, in the words of one journalist, stubbornly said "Never!," erecting vast structures of legislation designed as "massive resistance" to the Court's command.

Judge Lemley's decision did much to confuse an already clouded situation. Governor Orval Faubus had been telling the people of Arkansas—and of the South—for more than a year that the Federal Supreme Court had acted beyond its powers in declaring school segregation illegal. The response to his preachments had been public confusion and vacillation in the face of which the mob had taken over.

The presence of federal troops in Little Rock had restored outward order, to be sure; but students in Central High were frank to admit that unruly elements continued to exercise an important influence in the life of the school. Now Judge Lemley's opinion appeared to yield to these elements the very victory that had been won the previous September. The courts must call a moratorium, he said, if their desegregation orders lead to "impairment of educational standards and demoralization of the faculty and student body."

The Lemley decision brought to a head a struggle between two contradictory approaches to desegregation. The Supreme Court had left it to the Federal District

Courts to ensure that local school boards fulfilled its mandate "with all deliberate speed." But what is "all deliberate speed"? Some school boards had contended that any attempt at immediate integration would lead to tension and violence, and hence so disrupt the quality of schooling as to be self-defeating. In response to such arguments, a number of federal judges had replied that persons may not be deprived of their constitutional rights because of action taken or threatened in defiance of those rights. Now Judge Lemley had declared that when defiance actually disrupted education, the only alternative was a moratorium. Which, then, was it to be? Vigorous adherence to law, or delay in the face of resistance?

The nation watched anxiously as legal maneuvers during the summer moved the issue steadily toward a final decision by the Supreme Court. On September 29th, the Court handed down an opinion which with rare and ringing unanimity rejected the Lemley dictum.

"As this case reaches us," the Court began, "it raises questions of the highest importance to the maintenance of the Federal system of Government. It necessarily involves a claim by the Governor and Legislature of a state that there is no duty on state officials to obey federal court orders resting on this court's considered interpretation of the United States Constitution."

From this momentous beginning the Court went on to a review of its 1954 and 1955 rulings on desegregation, and to a detailed exposition of the responsibility of state and local officials to uphold them. Article VI of the Constitution, the Court declared, makes the Constitution the supreme law of the land. The federal judiciary has the final word in the exposition of the law in the Constitution. Hence, the Court's 1954 opinion that the "equal protection" clause of the Fourteenth Amendment rendered school segregation illegal is binding on all state legislatures, executives and judicial officers.

"It is, of course, quite true," the Court declared, "that the responsibility for public education is primarily the concern of the states, but it is equally true that such responsibilities, like all other state activity, must be exercised consistently with Federal Constitutional requirements as they apply to state action."

The meaning, the Court concluded, was clear and unavoidable. The constitutional rights of citizenship would not be sacrificed to violence and disorder, actual or threatened. Any effort to avoid compliance with the Court's interpretation of the Fourteenth Amendment would be held illegal and struck down.

The September 29th opinion, like the *Brown* opinion before it, was a landmark in American constitutional history. More than this, it once again conclusively demonstrated that the segregation crisis—like all others in education—could neither be understood nor solved apart from the larger political, social and ideological crises of which it was part.

No one thought the Court's decision by itself would end the controversy. In Arkansas, Governor Faubus—strengthened by a resounding victory in the July gubernatorial primary—reiterated his determination to preserve segregation at all costs, and proceeded to close Little

as cartoonists viewed



"Deadlock at the intersection"



"You're glad to see me?"

Rock's Central High School. In Virginia, Governor J. Lindsay Almond pressed forward his program of "massive resistance," closing a number of schools which were under court order to desegregate. Citizens in both states suddenly discovered that the choice was no longer between segregated or desegregated schools but increasingly between desegregated schools or no schools at all.

And as if in dramatic testimony to the fact that segregation was hardly a Southern crisis alone, 1958 saw cases in the courts of New York City sharply challenging a

school problems in 1958



Hal in The Los Angeles Mirror-News

"Get going!"



Rosen in The Albany Times-Union

"First line of defense"

pattern of *de facto* neighborhood segregation that presented many of the same problems as the *de jure* version to the South.

III

LAST YEAR was the year George Goldfarb committed suicide. One day early in February, the veteran principal of New York City's John Marshall Junior High School jumped to his death on the eve of a scheduled appearance before a Brooklyn Grand Jury investigating de-

linquency. His tragic passing brought dramatically into the headlines a crisis that had long been building up in the nation's metropolitan schools.

Principal Goldfarb's school was typical of so many in the shifting neighborhoods of our great cities. Some 55 percent of the school body consisted of Negroes and Puerto Ricans, many of whom were newcomers to the school and city. In the weeks before Goldfarb's death, the school had suffered more than its share of violence, and Goldfarb had already appeared twice before the Grand Jury. His suicide set off a flurry of charges and countercharges as to who was responsible; but deep down there was the feeling that responsibility lay not so much in individuals or agencies but rather in the conditions under which the school had been forced to work.

The City's Board of Education, under heavy pressure, moved swiftly to take remedial measures. Within a week, they had expelled over 600 chronic "trouble-makers" and there were rumors that this was only a beginning. When the State Commissioner of Education insisted that the compulsory education law required that these children be cared for somewhere, the Board created special "700 schools"—so-called because of New York's distinctive numbering system—where they could be given the special combination of education and rehabilitation which their plight obviously demanded.

Was the Board's solution a good one? It was hard to say. Certainly the continued pressure of these problem children in the overly-large classes of the city was a terribly demoralizing influence on their teachers and their peers alike. But was it a solution to isolate them in makeshift quarters where a hurriedly-assembled staff taught them a jerry-built program? Many thoughtful citizens had their doubts.

George Goldfarb's suicide and the events which followed it clearly pointed to a deeper problem. Some years ago Fred Hechinger, at that time the very able education editor of the *New York Herald Tribune*, had warned that because of their distinctive tax problems, their continuing population shifts and their massive, impersonal political machinery, big cities were falling seriously behind in the effort to build the sort of schools their citizens wanted and their children needed. He predicted that the situation would worsen unless new sources of public funds could be located, and even more importantly, unless new political machinery could be devised to render urban schools more responsive to local citizen demand.

Hechinger's comments had been well founded. In 1958 some of the very best teaching in the nation could be witnessed in the schools of Philadelphia, Chicago, Detroit and New York; but there was no gainsaying that the metropolis had as yet failed to make a breakthrough on its Herculean educational problems. Too often, as Harrison Salisbury pointed out in *The Shook-Up Generation*, the solutions were known; what was missing was the public determination, the professional personnel and the money to apply them.

With the publication of *The Exploding Metropolis* by the editors of *Fortune* during the autumn of 1958, there was quickening attention across the nation to the pressing

need for urban renewal. The renewal of urban education, sparked by imaginative thinking as well as spending, would certainly have to be a first step in any such prodigious program.

IV

IT WAS THE YEAR of the Brussels Fair, the year of pianist Van Cliburn's triumph at the Tschaikowsky competition in Moscow, and of the Moiseyev Dancers' phenomenally successful tour through the United States. It was a year when the good will of cultural exchange glowed brightly on both sides of the iron curtain. But 1958 was also the year of an angry challenge to American complacency about the American image abroad. In a widely read book called *The Ugly American*, William Lederer and Eugene Burdick wrote of the inexcusable ineptness on the part of American officials overseas that was winning contempt for the United States throughout the Asian world.

What actually was the American image abroad? Unfortunately—indeed tragically—it was all too often a picture of a land committed to materialism, self-interest and the never-ending pursuit of personal gain, a land of comfortable, smug complacency.

Our exhibit at the Fair could hardly have pleased everyone. Yet criticisms from responsible citizens led one to wonder whether the America portrayed there was a nation rich in spiritual as well as material accomplishments, a nation, for instance, where citizens of 250 different religious faiths had worked out a thriving common life, or a nation concerned primarily with gadgets, supermarkets and chrome-decorated automobiles.

The successes of Cliburn and the Moiseyev Dancers provided further commentary on this theme; here were examples *par excellence* of the artist as a diplomat, in the very best sense. When Cliburn played Tschaikowsky and the Russians cried ecstatically, when the Moiseyev company danced the Virginia Reel and the Americans cheered wildly, a compelling lesson should have been taught to those who insist that the peoples of the world are interested in material progress alone.

As for the Lederer-Burdick volume, it raised a variety of thorny problems. To begin, it called to mind James Reston's disturbing revelations in the March 19th *New York Times* that 50 percent of the entire Foreign Service officer corps do not have a speaking knowledge of any foreign language, that 10 percent of the new men entering the service suffer from the same ignorance, and that Llewellyn E. Thompson, the United States Ambassador in Moscow at the time, was the only one of his rank in any communist country able to speak the language of the nation to which he was assigned. The situation was bad in Europe, worse in the Middle East and worst in Asia. And this in contrast to the Russian policy of having embassy staffs from ambassador down to clerk knowledgeable in the language and customs of the host country!

There were other things the volume called to mind: David Lilienthal's plea some years ago for a program of "universal public service" among Americans so that our

government posts at home and abroad might be staffed by uniformly first-rate people; or the testimony of Director George V. Allen of the United States Information Agency in September, 1958 before a Congressional subcommittee that the United States was "being outgunned in the propaganda war" raging in the far corners of the world.

Here was a fourth educational crisis in which the schools were deeply involved: the crisis of national minds insensitive to the demands of internationalism. An estimated 10 million Russians studied English in 1958; fewer than 10 thousand Americans were studying Russian. Indeed, more than one half of all public high schools in the United States did not offer instruction in modern foreign languages at all. They were mostly small schools, to be sure, but their failure was nonetheless significant.

Moreover, the lack of foreign language instruction was itself only symptomatic of a larger problem: the need to introduce American children to a world in which most people are non-white, non-Christian, frightfully poor and vastly different from Americans in thought, belief and action. Too few of the American soldiers who landed in Korea in 1950, and in Lebanon in 1958, had ever heard of the very people whose freedom they had been sent to defend.

In the century of their existence, the public schools had done a prodigious job of inculcating loyalty to American ideals and institutions. Now they would have to do this and more. They would have to educate citizens loyal to the United States but ready also to assume their proper place in a world of many nations.

There were those who doubted that the schools could do so. There were others unwilling to let them try. Still others, however—and Messrs. Lederer and Burdick must have been among them—simply pondered the awesome price of failure.





George Zimbel photos



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Suzanne Szasz photo



These events shaped schools in '58

IN THIS YEAR of intensified interest in what and how children are being taught, 1¼ million teachers worked with 45 million students in our colleges and schools, backed up by an expenditure of approximately 20 billion dollars. More than 9,000 new school and college buildings were constructed, while the number of school districts decreased to slightly more than 50,000. These are the vital statistics on 1958. Meanwhile:

1. It was a year of great debate on public education. The debate was concentrated in two areas: program and buildings. What is the purpose, program and procedure of a school? What constitutes "quality" in education? What types of education are necessary for different types of students? Shall we strive for the full development of all children, or shall we concentrate on the intellectually elite? Who is competent to teach, and what should be included in his preparation? Are quality school buildings "palaces," or are cheaply-constructed schools "educational slums"? The number of educational plants planned and constructed increased, while the battle between "economy" and "quality" construction continued.

2. The National Defense Education Act was passed. After long debate, a federal aid to education bill of national scope was accepted by Congress and approved by the President. Its diversity is indicated by the provisions it makes for federal aid in ten separate educational areas. Though the appropriations themselves were limited in amount, it is hoped that the matching fund phase of the bill will furnish a stimulus to state and local action. Most important, however, is the Act's reflected declara-

tion that the Federal Government *does* have a stake in the support of American education.

3. Communication media played a greater role in schools. Newspapers, magazines, periodicals, radio and television increased their space and time allotments to educational topics. While the opinions aired were not all of equal value, the movement was significant in that it made interest in education more intense than it has been in years. A curriculum proposal by Admiral Hyman Rickover, for instance, had vibrations that were felt and are still being felt around the country. Admiral Rickover appealed for a standard curriculum that leaned heavily toward a subject-bound "education for the elite." Within the school itself, publicity media flourished as procedural and instructional aids in the education of young and old.

4. Some important groups made recommendations. The Rockefeller Brothers Fund Report, produced by 15 outstanding laymen and educators under the direction of John W. G. Gardner, was published this year. The report emphasizes the need for educating all of our citizens to the maximum of their potential and recommends a larger role for the Federal Government in the support of education. The Educational Policies Commission published *The Contemporary Challenge to American Education*, which states that the challenge facing America is that of fulfilling the great potential of her own ideals. For the short run, the EPC recommends emphasis on higher education in order to produce the teaching leadership we need. In the intermediate range, it urges concentration on the areas of recruitment—

our secondary schools and colleges. The long range need, it states, is to improve the underpinning of the entire enterprise of our education.

5. AASA distributed "Something to Steer By." The American Association of School Administrators published a booklet listing 35 specific proposals for improving the preparation of school administrators. Among the proposals were: "Certification for school administration will represent an evaluation of the performance ability of the person, as well as the completion of a prescribed program of studies and research."

"Preparation . . . will require that a student devote at least one full-time, uninterrupted academic year to a planned sequential program of preparation beyond the master's degree. Summer sessions alone . . . are inadequate."

"There will be a sharp reduction in the number of colleges and universities offering specialized work for the school superintendency—the desirable number probably being fewer than 100."

6. High court rejects integration delay. The U. S. Supreme Court rejected any delay in Little Rock integration, ruling that local opposition was not a just cause for postponement of an integration program already begun. While some progress in integration was made in border states such as Oklahoma, Kentucky and Tennessee in 1958, no progress was made in the deep South. Instead, more than 13,000 pupils in Arkansas and Virginia found themselves crushed between opposing forces and without public school opportunity, as the power of federal and state authority clashed on school integration.

7. Concern over academically talented increased. There were many and varied attempts at making our school program worthwhile for the bright student. The majority of these attempts were modifications of the homogenous grouping—two-track, three-track, accelerated. Testing for identification and guidance received renewed emphasis. The NEA, with the aid of a grant from the Carnegie Corporation of New York, brought together 200 outstanding educators and laymen in Washington, D. C. to consider the problems involved in finding and educating this special group. The report of this conference was published this year.

8. Attention focussed on the secondary schools. James B. Conant spent the year observing and reporting on the comprehensive high school in the United States. He expressed continued belief in this institution. He recommended that graduating classes have at least 100 students and that instruction be individualized. He especially emphasized that modern languages, science and mathematics, along with English and social studies, should be given major attention. Meanwhile, one high school in five (about 5,200 schools in all) made some change in its curriculum in 1958.

9. A methodology for evaluating schools was sought. The year was marked by an expanded program of experimentation, as professional educators, research specialists and laymen tried to find measures which would give us a better indication of how well schools are functioning.

10. Merit rating was given more consideration. There seemed to be a shift in public and professional opinion toward the necessity and desirability of some form of merit rating for school personnel. No one plan was offered as *the* plan but many exploratory studies were undertaken as to how merit should be determined. A conference on appraisal of college teaching recommended a multiple approach, using more than one orientation in theory and a vari-

ety of data-gathering devices.

11. Financial problems increased. The year was marked by increased difficulty in securing revenue to finance schools adequately. The need for a revised tax structure became more critical. Defeat of a record number of bond election proposals this year led educators to the conclusion that the federal and state governments will have to take a more and more active role in financing the schools.

12. More school administrators left administration. More school administrators are leaving their posts for other positions. The constant demands of the publics whom they must satisfy, unrest and insecurity in the South, more attractive offers from other undertakings, and greater financial rewards elsewhere have ac-

celerated the departure of these administrators, to the detriment of the profession.

13. Teams of educators visited the U. S. S. R. There was recognition of the fact that we must be concerned with schools of other lands. Most spectacular event in this connection was the visit of a team of American educators, headed by U. S. Commissioner of Education Derthick, to Soviet Russia, and its report on Communist schools.

14. The UCEA was permanently established. Thirty-five leading universities combined forces in a cooperative effort to improve school administration. The University Council for Educational Administration will carry on a program of research and experimentation in seeking to improve the preparation of school administrators.

The events that *didn't* happen

Imaginative and courageous educational leadership at the national, state and local levels came off the defensive and began an attack for better education. Therefore:

1. Each pupil was provided with adequate educational opportunity. With careful guidance, each moved forward at his own pace in a program designed to allow him to receive maximum benefit from whatever the school had to offer, with a minimum of pressure to conform.
2. The pupil studied under competent, adequately-paid teachers, who utilized all the resources available to make learning more effective.
3. The tax structure was reorganized so as to provide adequate support for education.
4. Congress passed a bill to provide comprehensive federal support for education. This bill included federal aid for school construction and funds for scholarships.
5. Every citizen and every community recognized and adhered to the Supreme Court decision on desegregation.
6. The new educational plants were designed and built for people. Therefore, they were beautiful, functional, flexible, and of quality construction.
7. The profession and the public communicated effectively, and with mutual understanding worked to achieve the goals of education.
8. Educational policies and practices were determined on the basis of a comprehensive research program.
9. Universities and colleges abandoned mechanistic and unimaginative administrative and teacher preparation programs in favor of realistic, purposeful leadership-preparation programs.

These were their satisfactions, anxieties

A RANDOM SAMPLING of superintendents of schools in 31 states produced a range of reactions to administrative issues and problems of the past year. It seems that the school administrator in 1958 alternately wore a purple robe and a crown of thorns. The reflections of local and state superintendents ranged the emotional spectrum from extreme elation to bitter disappointment. Their problems and worries varied from personal to international in scope. Eighty-eight percent indicated some type of money problem—for some it was teacher salaries; for others, building funds; still others applied the all encompassing term, "budget problems."

Considered in widening circles, here are some of the other problems, concerns, satisfactions and reflections of administrators in 1958.

Personal

These were the concerns:

An inexperienced school board which thinks it owns the school.
Convincing the school board that it should sustain merit promotions.
Being treated as though I were a child, in my 31st year on the job.
Trying to predict future enrollments.
Keeping smooth relations among teacher groups, the school board and community.
Working with a quarreling school board.
Finding time for professional reading and thought on other issues.
The ordeal of a school board election.
Interesting the staff in adequate curriculum study and preparation.
Developing morale among the staff.
An unethical person on the staff.
My relations with the teacher's union.
Trying to deal with the constant squawking of parents.
Trying to find the right answers in

our public relations activities.

These were satisfactions:

Teaching summer school in a college.
Attending AASA conventions.
Receiving doctorate in education.
Working with a well-functioning board of education.
Getting scholarships for deserving seniors.
Encouraging two students to enter college.
Seeing positive change in some students as a result of my personal interest and guidance.

Community

These were the problems:

Getting competent teachers.
Study of local needs by citizens committee.
Formulation and adoption of written policies.
Election of new board members.
Revision of junior high program.
Revision of report cards.
Merit rating of school personnel.
Need for more classrooms.
Introduction of an advanced placement program.
Opposition to the acquisition of a school site.
Local apathy toward schools.
Maintenance problems.
Too many pupils for number of classrooms and teachers.
Consolidation of school districts.
Evaluating the school curriculum.
Fitting vocational program to local needs.
Providing adequate guidance program.
Ability grouping.
Extra-curricular activities.
Senior trips.

These were the achievements:

Building program on schedule.

Teamwork on board of education.

Revision of the curriculum.

Positive functioning of citizens committee.

Rehabilitation of old buildings.

Competent teaching staff.

Community support of school program.

New school buildings.

Good public relations program.

Working well with the PTA.

"Getting through the year without a major mishap!"

State and regional

These were the concerns:

Segregation or integration.

Exodus of teachers to neighboring states.

Certification of teachers.

Single or multiple textbooks.

Quality of teachers and supervisors.

Loss of accreditation due to insufficient state support.

Statewide 50 percent decrease in favorable votes on school bonds.

Lack of legislative support.

Understaffed state department of education.

These were the achievements:

Cooperation of administrators in solving regional problems.

Progress in school district reorganization.

Upgraded certification standards.

Improved teacher retirement benefits.

Expanded system of community junior colleges.

Statewide program of cooperative effort.

National

These were the problems:

Segregation or integration.

Continued criticism of schools.

The role of the Federal Government in education.

The role of the school in our society.

These were the gains:

The National Defense Education Act.

Nationwide focus on school problems.

Continued research on school problems.

Steps toward professionalization by AASA.

Improving climate for education.

The replies clearly show that there are many existing problems, generally and specifically, for school administrators. A casual reading by the detached observer does not reveal the human agony or triumph involved as people confront their difficulties.

"Squawking parents" is just a humorous expression unless it happens to be your office in which the squawks are audible. Similarly, encouraging two more students to enter college is a seemingly insignificant boast.

Only those who have wrestled with adolescent minds and problems can appreciate this satisfaction.

We are all strengthened and enlightened by periodic inventories. After reading how others in similar positions feel, why not take a few minutes off for your own case? What was 1958 like for you? What were the toughest problems for you; what gave you the deepest feeling of accomplishment? Most important, what will you do in 1959 as a result of your experiences?

Impressions of 1958

NINETEEN HUNDRED AND FIFTY-EIGHT was a fateful year for education and for school administration. Maybe the one attitude most frequently expressed was that it was a year of commitment for the immediate present and also for the long-time future—commitment to do what is necessary to provide America with revitalized quality education. People differ on how it is to be done; they agree rather unanimously on the goal.

Commissioner of Education James E. Allen of New York characterized 1958 as "the year of the hard look." Shirley Cooper, Associate Executive Secretary of the AASA said, "1958 was a time of taking a second look at the hole-card to be sure it is what you think it is." U. S. Commissioner of Education Derthick expressed his renewed faith in our schools as a result of his visit to Russia. A group of professors of school administration meeting in Cleveland agreed that 1958 was a year when school people were expected by the public to state what we *know* rather than what we *believe*. The group observed that what we know for sure about schools in 1958 is small indeed.

The New York State Citizens Committee for the Public Schools expressed the hope that more of our best and able young people would choose teaching as a career and it believes that at least a part of the solution lies in restyling grass-roots opinion regarding teachers. The same organization significantly made the subject of local control the theme of its recent annual meeting, and recognized that there can be too much power at the local level.

The Rockefeller Brothers Fund report on the Pursuit of Excellence in education not only pinpointed the need to improve the quality of education for *all* students in terms of individual potentiality, but also expressed its belief in a direct relationship between quality education and the adequacy of financial support.

Educational professional organizations directed their attention toward improving, as well as recruiting, educational personnel at all levels. The AASA's document, *Something to Steer by*, set forth in 1958 a progressive program for the selection and preparation of administrators of high quality. The Association of School Business

Officials stressed the educational professionalization of non-teaching personnel in the interest of rendering better service. These illustrations seem to indicate a growing acceptance by the organized profession of its responsibility for superior education.

Nineteen hundred and fifty-eight was also a year when it became possible for selected Americans to visit the schools of the Soviet Union. Also, the initiation of teaching the Russian language in a number of American schools was a forward step in intercultural understanding which could not have been taken even five years ago. These steps mark the beginning of necessary moves toward mutual understanding of the ideologies and ways of life of the two powers in the world today.

There was, to a large degree, a change in the type and quality of the criticism of education. In 1958, more of the criticism attempted to present ways of improving what the schools were doing. This was a far cry from much of the destructive criticism of even a few years ago. The soundness of the proposals may be questioned, as indeed many of them should, but this attempt to set forth what the critic terms improvement was forward and positive action. There is one other major impression of the criticism of the schools. At the opening of the year, the critics were in full cry, and certainly got attention. In later months, the concern tended to subside. As 1958 drew to a close an alarming amount of complacency and satisfaction over the status quo was manifest, both in the general public and the educational profession. This situation we view with alarm.

We would record one other impression. It is that all avenues of communication and especially the general consumer magazines and television recognized that schools are a lively and vital subject. Even erudite *Fortune* devoted major space to bringing the issue of schools to the notice of business executives. In no other year did schools receive the attention, time and space which were given in 1958.

These then are a few of our impressions of schools in 1958. Some advances were scored, many problems were left unsolved, some were backed away from. On the whole, it was a good year.

How well did school



A New England superintendent reports that his greatest personal satisfaction in 1958 was "opening school with all positions filled."

administration perform in '58?

Eleven educators examine this question from the vantage points of leadership, organization, program, finance, personnel, communication and school plant. Four of the areas are dealt with in articles written by **John Fischer**, **Hollis Moore, Jr.**, **Charles Spain** and **Henry Linn**. All of the areas of school administration are discussed and commented on by seven educators who participated in a tape-recorded, round-table conference on the title question: Dean **Walter Anderson** of New York University's School of Education; Professors **Daniel Davies** and **John Norton** of Teachers College, Columbia University; and Superintendents **Lloyd Ashby** of Ridgewood, N. J., **Carroll Johnson** of White Plains, N. Y., **Edwin Juckett** of Smithtown, N. Y., and **Edward Manning** of Pearl River, N. Y. SCHOOL EXECUTIVE editor Walter Cocking was conference moderator.



Leadership

We did not meet responsibilities in the face of crises

THE HISTORY OF American education may well record 1958 as a year in which American schoolmen, in the face of unusual provocation, kept their heads and refused to panic. While scientists who should have known better were issuing sweeping generalizations without benefit of supporting data and historians were denying their discipline by judging results without first examining underlying causes, school administrators kept insisting quietly that suitable answers to American educational problems could not be constructed according to plans prepared in Moscow.

In the time they had left, after dealing with the old chronic complaints and the new attacks of acute criticism, school leaders continued to work at the business of universal education, a task which grew more difficult as the year went on and the very existence of public schools

in some parts of the nation became a grave uncertainty.

More than in many preceding years, administrators worked during 1958 with problems of curriculum and instruction. Two chief reasons led to this result. First, the pressure of the times themselves required that traditional programs be re-examined and redirected to meet new demands. And second, the concern of responsible critics—parents, board members and other citizens—made it imperative that attention be given to questions of content, methodology, purpose and philosophy.

The spotlight of publicity centered most often on new efforts to meet the needs of the academically able pupil and the renewed interest in this group affected in one way or another virtually every school district in the country. It has been, on the whole, a sound interest. Most administrators have refused to support efforts to set apart an elite class of young people, but have insisted that the potentiality of the gifted child be developed in ways that would protect his full membership in the normal community of his peers. Within this principle, how-

By **JOHN H. FISCHER**, superintendent, Baltimore, Maryland, Public Schools.

ever, increased attention has been given to specialized programs to enable pupils with the necessary ability to carry heavier schedules, and to go forward as fast and as far as they can.

Administrators became concerned, also, with questions in the field of vocational education. The rising demand for technological competence in industry and the parallel decline in the number of unskilled jobs continued to point up the need for high grade general and specialized education. Despite the growth in college attendance, about two thirds of our young people in 1958 went directly to work upon leaving high school. Interest in the problem of vocational preparation was heightened further by the employment reports during the year. In one community and one industry after another, the data showed that the people with whom American industry can most easily dispense are the unskilled, the unfortunate ones with little more to offer than their muscles. As automation and the greater use of electrical and chemical energy spread to more and more plants, untrained human muscular energy found a rapidly shrinking market.

This condition has confronted American high schools with difficult questions to which few have found adequate answers. In some schools, programs of vocational agriculture, highly valued because of their usefulness until a few years ago, have now lost their meaning as, almost overnight, cornfields have become populous subdivisions for commuters to suburbia. Large urban school systems have faced the problem of growing masses of retarded, culturally-impoverished children for whom vocational education is an urgent necessity, but who lack the basic preparation and the motivation that must precede specialized instruction in a trade or craft.

Much of this complex problem has been related to the mobility of the American people geographically, but the more discerning leaders of education have seen in it the current manifestation of the American dream. The shift of poorly educated families to the big city and of better educated families to the suburbs and the growing effort to build sound new communities and to rehabilitate the old ones have presented school administrators with some of the greatest challenges of this era. The accomplishments of 1958 constituted little more than a tentative approach to these issues.

In the broad field of school system management, the past year witnessed a movement toward the reconciliation and integration of earlier procedures. Administrators have learned that in working with professional staffs, school boards, special interest groups and the taxpayers in general, no single device, no one organization, will solve all the educational problems of a community.

In consequence, 1958 saw less reliance upon the single-shot effort to survey all problems and provide the answers. As we learned that the citizen advisory committee, with all its value, is not necessarily the best approach to every situation, we moved toward more sophisticated efforts to combine staff study, expert consultation and citizen judgment in attacking questions of curriculum, administration and policy formation.

In the broad sweep of our national history, there can be little doubt that the most significant developments in American public education in 1958 centered in the issues stemming from the Supreme Court decision on racial segregation and the Little Rock situation. September, 1958 became in too many places a time not for opening schools, but for closing them.

Whether in every school district the quality of administrative leadership was as high as it should have been cannot be judged fairly by observers remote from the scene and ignorant of the relevant details. But it is beyond doubt that even the ablest leaders have faced tragic dilemmas. It is equally clear that the organized profession of school administration was of little service to those who most needed assistance and support.

If we seriously ask how well we have carried out our responsibility for educational leadership during 1958, we must face the truth that when public education was in danger of being abolished, when our colleagues faced the most serious difficulties of their entire careers, when the birthright of hundreds of thousands of American children fell into jeopardy, as an organized profession we passed by on the other side. We have yet to make a single effort as a profession even to study the problem, much less to work toward a solution.

In respect to the segregation issue, educational administration as a whole has no reason to look back on 1958 with pride. The urgent need to protect, preserve and defend the right to public education of all American children remains our major piece of unfinished business for the years ahead.

Comments on leadership . . .

Davies: These events stood out during the year to make an impact on leadership:

1. Trips of educators abroad to study education in other lands: Ray Collin's trip around the world on an Eisenhower fellowship, and the tours of Fred Raubinger,



Lawrence Derthick, George Bereday. Educators need this international view.

2. The National Defense Education Act.

3. The University Council for Educational Administration—here was a determined effort of the profession to provide for research by pooling university resources.

4. James B. Conant's study of the comprehensive high school.

5. Massive resistance to integration in the deep South.

6. The meeting of the National Conference of Professors of Educational Administration at Kent University. This was one of the best yet; the papers and discussions were of high quality.

7. The National School Boards meeting early in the year. There's something emerging here which should have a growing influence on education.

8. The periodical press' constructive interest in education—the articles in the fall issues of *The Saturday Review* and *Fortune*, for example.

9. State commissions and UCEA planning of a research project on state leadership with the hope of financial support from the Ford Fund.

All in all, there was little of the dramatic to point to as good performance. But I think there was improvement at the local level compared with other years.

Anderson: Attention to leadership was stepped up by publication of books on research in the field, UCEA action and the education act. I think these indicate that we did make progress in 1958.

Norton: Judging against leadership in the past, we can say that 1958 was a good year. I'd like to see educational leadership judged against *new* standards based on what it *ought* to be doing. The American people aren't facing up to education's role in maintaining the nation's economic strength, supplying enough trained workers, facing world problems. We don't hear education discussed against this background. People talk about report cards, class size, budgets. We should think of educational leadership in terms of what we've got to have by 1970.

Ashby: None of these things begin or end in a year. To find a spectacular happening is difficult. I think 1958 was probably a typical year.

Manning: We find a good deal of negativism up in New England. The great concern there is for protection. Not enough people in the profession want to put the job squarely on the line.

Ashby: In Pennsylvania the county and local superintendents consolidated into one composite organization. But some will battle this kind of move.

Cocking: I have heard it asked if the chief concern of educational leadership isn't how to make all professional organizations walk down the same road.

Toughest problem of an eastern superintendent was "serving out my 31st year with problems that would be demanding of a youngster."



We have capitalized on pressures instead of resisting them

Johnson: I think that in regard to organization, as in leadership, we have to go back to the old adage and take the child where he is. We should look at the situation not in terms of absolutes but in terms of the ability of the youngster.

The effects of Sputnik were beginning to be felt with increasing frequency throughout the early part of this past year. But I think we sort of rolled with the punch and came out with a strengthened position. The militarists, armchair educationists and scientists were demanding that we start high schools of science, high schools of mathematics and high schools for the gifted.

I would say that a lot of our improvements resulted from the alarm raised by Sputnik. The education bill in Albany, New York improves our educational opportunities and I think our state department had a very good year in the organization of superintendents, teachers and principals for support of this program.

While the demand was apparent for educational television and for scholarships primarily for the gifted, science and math students, our commissioner called together a number of superintendents of schools and formulated a plan which was later endorsed by the Board of Regents and then became policy. We will capitalize on this interest because we need to improve our science and math and our opportunities for the gifted—but within the context of betterment of the total program, within the context of improved services of psychologists, psychiatrists, visiting teachers, speech therapists and health services.

We have made slow but gradual improvements in all of these areas. We've had some fairly severe problems—all the way from slight decreases in enrollments in some of our areas to very dramatic enrollment increases in others. I note that it was the college professors who laughed when someone mentioned the proud superintendent who had reduced a class-size from 38 to 36½. But some of us who have worked on such problems realize that this might be a major achievement in that community. Since enrollments are going up, and that

man did not let his get any larger, my hat is off to him because I know what that takes.

We've recognized that the better the superintendent, the more able he is to say, "I need help!"—help in the planning of a school plant, help in finance, help from consultants in the area of curriculum. In the past three years, we've had help on the organization of personnel and have had a course on curriculum with consultants from Teachers College. We now have a course with New York University on the improvement of science in the elementary schools.

While we are working very hard to put a roof over children's heads, we have also been very conscious of the need to better the entire program, which is the main reason for our existence.

Regarding organization as such, I think the major items that are attractive to us—the bright spots perhaps—come from the movements in the middle of two extremes. I think there is movement and pressure throughout the country toward the decrease of the large units, such as New York City, into smaller, neighborhood or regional units. I believe there has been quite a bit accomplished along this line in the Chicago area. Of course, it has been a gradual movement and I don't expect it to be dramatic.

The State Department of New York has worked through leadership, and called committees of citizens to Albany to discuss how they can better organize their districts. And it has been by consent of the governed. I don't expect really dramatic improvement except when it is done, as in West Virginia, by the legislature, which decreed a lesser number of districts—with perhaps unfortunate results.

Now there is Conant: I wouldn't necessarily agree or disagree with his standard of a district, but he says we should have a minimum of 100 in a graduating class, in a comprehensive high school.

One trend indicator is the Scarsdale plan of organization—K-5-3-4—bringing the four years of senior high school and three years of junior high down to the 6th

grade. I talked with Arch Shaw about this and he said that one of the major reasons was that youngsters are maturing a little earlier in Scarsdale and in the country at large, perhaps, than they had some years ago.

I think there is a definite movement toward a longer school day. In our case, it was forced on us by overcrowding in the high school. We will soon have a new high school which will relieve the congestion in our present school, but maybe we'll hold on to the longer day.

I think that the 12-month year envisioned by educators has been capitalized upon as an enrichment opportunity for the gifted and for correction work for the slow learners, rather than as an economy rule. But, I think it was perhaps a major achievement that we used this demand for a 12-month year. We showed facts which indicated it would not be a cheaper process. But as an enrichment potential—yes, we were ready for it.

To sum it up, I would say that nothing dramatic has taken place, but it has been a year of progress. Not enough, perhaps, but from where we were and are, it has been steady. Rather than resisting the pressures, we have tried to capitalize upon them.

Manning: There has been a real effort in New England to reorganize districts—regional schools in Massachusetts since 1950, a cooperative school district in New Hampshire. I think more people are coming to see the need for larger school districts.

Anderson: And there is a greater recognition that the superintendent of schools needs more help—more central office staffing.

Manning: The school-within-a-school idea is catching on. They've introduced it in Newton, Massachusetts and Hampton, New Hampshire.

Norton: Lower Marion, Pennsylvania is trying it too in a new school there.

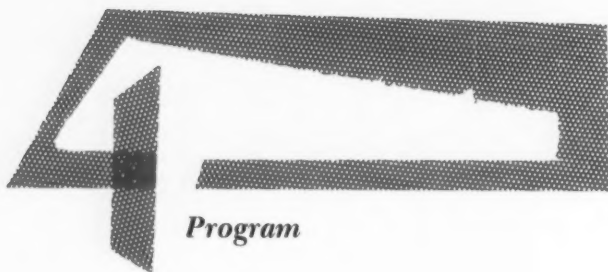
Ashby: There is also a move toward the ungraded elementary school.

Davies: Some boards of education have cut out "frills" and put more emphasis on basic or hard-core subjects. This is a reaction to the Conant studies.



Most important happening in the community of an eastern superintendent was "limiting basketball games to 22 per season."





Program

Sputnik inspired a burst of attention to the classroom

"BIGGEST YEAR since 1918." This was how a near-to-retirement school administrator answered my recent question, "was 1958 a year of real change in the school program?"

At first this sounded like an over-statement which would be hard to support. But let's analyze it further. The year just passed was the first full year of the post-Sputnik era. No incident in a long time has so immediately and dramatically forced an appraisal of the program of studies available to students in our public elementary and high schools as did the Russians' 184-pound ball. Proposals for change during the last year have been many and from almost all sources. Most of the proposals have been too hastily conceived, many of them are short-sighted and a few of them are downright dangerous. Criticism at its most severe stage accused the schools of wandering for 40 years (since the Cardinal Principles) in a wilderness of flimsy curriculum.

Just how well did the school administration perform in 1958 as it developed programs for the schools?

Let's look first at the curriculum itself. There were new voices trying to speak to administrators during the past year and many of them received an audience among the administrator group. It has been said recently that for the first time in American history it was a mark of status for a scientist—even the out-of-this-world kind working on rockets and missiles—to display an interest in the elementary and high school science curriculum. Results of such interests should be largely favorable. Summer workshops on college campuses across the country during 1958 brought together scientists from government research projects, industry and independent laboratories to work in a concentrated fashion for two or three weeks with supervisors and administrators on curriculum development. Many such workshops included on-the-spot inspection by school people of recent scientific inventions and procedures.

Representatives of the public schools and colleges met in Bowling Green, Ohio in June with representatives from most of the learned and scientific societies to help plan teacher education for the scientific age that is apparently all about us now. Because of this, of course, elementary and high school instructional programs became important conference by-products.

In terms of actual changes, then, some school administrators were able to inaugurate new science courses in high schools or to obtain laboratory equipment which had gone begging in previous budget requests. One school system in Texas made it possible for science teachers to remain on contract during the summer to supervise home science projects of the students (the school labs were kept open during the summer months, also). There is a Chicago suburb which not only kept alive through the summer the interest in space-age science but augmented this with a space primer for parents—a chance for Dad and Mom to try to catch up with their scientifically brilliant offspring who were showing a lively interest in astronomy and physics at an early age.

Mathematics programs were in the center of things in 1958 only slightly less than science. In Palo Alto, California, geometry was introduced in the first grade in a special experimental program and the University of Illinois lab school's math teaching project was mentioned again and again as administrators and teachers gathered in conference to discuss "what's new in the teaching of mathematics."

The year also saw a burst of enthusiasm for foreign language instruction. Instruction in Russian—almost unknown a brief year or two ago—was being inaugurated as quickly as any kind of trained personnel was available in schools across the country. In some school systems such as Montgomery County, Maryland, parents still had to pay out extra money for instruction in French or Spanish before or after school but in many school systems the chance to learn a second language became part of the common elementary program.

None of these changes came upon us in 1958 un-

By **HOLLIS A. MOORE, Jr.**, executive secretary, Committee for the Advancement of School Administration, AASA.

heralded by educators. No cry for extension of foreign language instruction could ever have been clearer or louder than that which was made by then U. S. Commissioner of Education Earl J. McGrath in many speeches during 1951 and 1952. A decade ago speakers at the AASA convention were warning us of the necessity to reorganize our school programs to fit the demands of a technological age. But, of course, a man-made satellite thrown into orbit in the outer space of the world was more dramatic than all the speeches and pamphlets of several years' duration. Thus, it was 1958 before school people were sufficiently convinced and citizens were sufficiently sympathetic to make these recommended changes in the school program.

Performance demands for students apparently were also undergoing some change. *U. S. News and World Report* in an early fall issue carried quotations from several superintendents over the country, all of which added up to this conclusion: "More students in high school will fail this year; more rigid demands for academic performance [and conformity] will be placed on them." Without debating here whether such a policy would be progress or retreat, it was an evident policy decision in school after school across the U. S.

Many of the program changes, particularly in high schools, grew from the loud cry to pay more attention to the gifted. If, as so many people claimed, the gifted had been neglected in years past, 1958 certainly put them in the limelight. The foundations were willing to grant money for "gifted children projects," workshops were held on college campuses on "how to teach the gifted," the NEA had a grand-scale conference complete with written summary and big name clientele and in some states people were even debating the proposition of special certificates for teachers of gifted children. High quality school systems were relatively unaffected (except perhaps in speeding up plans already in motion) in such scattered parts of the country as Palo Alto, California; Tyler, Texas; Evanston, Illinois; Newton, Massachusetts and Portland, Oregon, where the gifted had long been given special opportunities to play above their heads academically as well as through student leadership activities.

Extra-curricular programs occasionally fell under local fire during 1958, but no nationwide movement seemed to emerge to get rid of them. Popular magazines reported that you no longer have to be a football hero to attract a beautiful girl, and in some towns where tax levies were turned down, extra-curricular activities got the axe. But generally across the country they remained relatively unchanged, rarely expanded, occasionally curtailed.

A midwestern superintendent reports his greatest personal satisfaction was "the vote of confidence in the school board and administration in the annual school election."

These are a few of the program changes which occurred during 1958. Many superintendents had been waiting hopefully for the kind of widespread attention to curriculum which was apparently the result of Russian satellite successes. Other administrators preferred to look at the whole thing as an attack on their personal leadership. As usual it was the response to the challenge rather than the nature of the challenge itself which determined how well the programs offered pupils in towns across the land fared during 1958.

Comments on program . . .

Anderson: Important commitments to education were made in 1958. Sputnik had made us defensive but by the time of the AASA meetings we began to make commitments for improvement.

The *Life* articles only dismayed most people interested in education. They came out during our community's conference on education and that group scored the series as a bad analysis. I think we generally took a calmer view of the criticism.

We took a sounder view of ETV and recognized that it doesn't eliminate the teacher. It was used more on the college level, was well controlled, and involved some public school teachers. I think we agree now that we should use television.

Preparation of instructional leadership was a plus. There were institutes with subsidies from federal and state governments and agencies for in-service education projects. And there were a growing number of pilot workshops on instruction.

Evaluation studies were also a plus. There were more of them and not only for the gifted or on science.

Cocking: Would you say there was more concentration on program than on other matters?

Anderson: Yes, relatively more than in previous years.

Norton: Except in rapidly growing areas where the superintendent has to pay more attention to buildings and financial problems.

Johnson: There was certainly a renewed interest in upgrading the quality of education this year. The AASA meetings on program and curriculum reflected that.

George Zimbel photo



Funds are available but the funneling system is out of date

Norton: To find out how well we did with respect to school finance, I would ask three questions: Where were we in 1958? Why are we where we are? What is there to do about it?

What is our status? Has leadership obtained the united support which it should have and which a remarkable number of citizen commissions say it must have? I have recently reviewed some eight or ten major reports of citizens commissions, going back to the President's Commission on Higher Education appointed by President Truman, the National Citizens Commission, on down to the latest and probably most remarkable of the batch, the report of the Rockefeller Brothers Fund.

I have been greatly heartened by the clarity and vigor of these pronouncements, even by the most negative of them. They all contain the fundamental conclusion that we are not financing education adequately. I've also studied a large number of recent magazine articles dealing with education and I made a rather surprising discovery. Only a minority of them can be put in the unfriendly class; a lot of them are muddled but they are aiming nevertheless to improve education. Unfortunately, we are apt to notice the kind of thing that appears in *Readers Digest* but give less attention to *The Saturday Review* issue on education or the article on buildings in *Coronet*.

But money to finance basic new departures, community improvement programs, programs for talented youth, a real scholarship program instead of this inadequate loan program passed in Congress—these represent real innovations for which it is still difficult to get money. And yet they are talked about very glibly in some of these reports.

So I observe that whereas lay leadership is telling us to move ahead, we in our pronouncements and in our actions have not quite lived up to the demands.

Now I come to the next question, "Why are we where we are?" I find no devils nor saints in the situation, but I do find certain factors I think worth looking at.

First, I would reject any idea that we lack economic

ability to finance education at whatever level we really want to. You do not find this attitude in most citizens commissions, least of all in the Rockefeller Brothers Fund report. Read the section on finance. No, it is not lack of ability. I think the most powerful factors in the situation are decentralization and localism in education. Now don't misunderstand me. I can make a good speech on the glories of local control, but I am afraid that we are seriously suffering from some of its effects. And the solution is not the elimination of local control, but the correction of some of the influences that *result* from local control.

Let me give an illustration by way of the aid to federally-impacted areas. Some of us who say that the superintendent can have federal aid any time he really wants it have had this proven by the action in Washington. But what did he go out for? A little local grab. This always makes superintendents mad, but for some of the wealthier, better led local school systems it really amounts to that. In itself it is sound, because the Federal Government has come in and created certain emergency situations. But hasn't the Federal Government impacted *every* school system in this country by raising \$80 billion and preempting 80 percent of all the tax revenue? Why doesn't the government see it in terms of a great national problem?

The pressure of high taxes is another factor in this situation. We have competition among the states when we try to redress the situation at the state level and that is where the big gain in support has been, going up from about 20 percent to 40 percent.

A study is now being made by the Educational Policies Commission that brings this out in very striking factual terms. Of the gain in productivity in the last 15 or 20 years, public services have gotten 15 percent. Of that, 11 percent has been claimed by the Federal Government, and 4 percent by state and local government. Now another way of saying this is that, by historical accident, education today is allied with the weaker factors in raising tax funds, while the army, roads, social security

and a whole series of new things are tied up with the federal fund-raising level. We haven't tied up school support to the federal level and that is one of the reasons why we don't have the funds. When you add to that the delaying factors of the religious element and the integration issue, plus our provincial approach to getting any money, you have, I think, some of the fundamental elements in this whole question of why we are where we are.

Now what do we do for the future? If we can get the superintendents to think of this situation in terms larger than local grab, and to organize and operate as effectively as they did in revising and improving the money for impacted areas, the battle would nearly be won. We need to do the job much more thoroughly at the state level, too. Too often, the large city superintendents look around twice before they become too enthusiastic about state aid, particularly if the assessed value per pupil is above the average for the state.

We need to look at this, also, in larger organizational terms for the profession. Some have asked how we can get these different professional groups to work together. I am not talking about the fundamental cleavage between public and private or parochial school education; I am talking about the cleavages within our own public school profession. I think somehow we've got to bring more power into the situation and find better communication and cooperative action with the lay public in general.

What it all amounts to is seeing education in new terms of importance, in rallying the support which is available if it is sought, and really getting the money that we've got to have in order to finance the education we need.

Cocking: So you don't think we can boast much about school finance in 1958?

Norton: No. But the future may be different in the outcome of two things. If the impacted-areas bill and new federal aid bill prove that we can get federal support, a door may be opened. And not as President Eisenhower implied: "Now we've done it for education." The significance of 1958 will be clearer in the next decade.

Anderson: I know my taxes went up this last year. More money must have been collected for schools.

Norton: It is a matter of emphasis. There have been some gains in raising local revenue. But we still have the same problem. We need a federal program.



Toughest problem for a southeastern superintendent was "rearranging the budget after the state prorated funds and fulfilled only 90 percent of our expected revenue."





Personnel

Salaries and benefits bolstered but teacher shortage still acute

ONE OF THE MARKS of effective educational performance is the ability to handle problems of immediacy and still exert leadership for continuity of program and long-range planning. The current scene appears to offer unusual challenges in this regard.

How did school administrators meet these challenges? Clearly the answers to these questions vary from one community to another and only broad generalizations can be given. In the area of personnel, the generalized picture is basically quite encouraging. Many difficulties have been encountered, but the past year has been marked by progress.

One indication of the level of concern for and support of education is the salary scale of professional personnel. The trend of salaries is clearly upward for professionally prepared personnel. More importantly, many advances represent real gains in relationship to purchasing power.

Another trend is the development of salary schedules with recognition and reward for professional preparation—either for work beyond the master's degree or for specifically planned professional study programs without regard for formal higher degrees. These advances undoubtedly will gradually attract and retain more competent teaching personnel.

The merit salary schedule was much talked about this year but there was no notable move in that direction. And there is little evidence of any likely substantial change to merit schedules in the years immediately ahead. In many respects the most significant statement on salaries and merit pay was the citizen's committee salary report prepared for the Winnetka, Illinois Board of Education. This publication really deserves the careful scrutiny of all school administrators.

Fringe benefits are increasingly becoming as important to professional personnel as salary schedules. Provisions

for professional leave, sick leave, adequate life and health insurance, retirement, sabbatical leave and other similar benefits are assuming equal importance with salary increases. The trend toward advances in this area has continued during the past year. This period probably affords opportunity for many administrators to exert leadership for substantial advances in developing balanced programs of benefits for all personnel.

Shortages of available personnel have stimulated many administrators to recruit more vigorously. More school systems are embarking upon programs to acquaint prospective employees with their communities, the opportunities afforded and the educational climate in which the schools operate. Generally speaking, school administrators have performed well in selection of personnel, attraction of former teachers back into teaching and in affording educational conditions conducive to continuance in the profession. The level of preparation, despite great obstacles, has likewise continued to advance. Leadership in support of quality teacher-preparation programs will make possible continuation of this trend toward heightened preparation.

The able administrator recognizes that non-professional personnel are just as vital to the success of an educational program as are professional personnel. Advances are being made in extending fringe benefits to these employees on the same basis as to professional personnel—a laudable trend.

While administrators have met their challenges with considerable success, some cautions should be given. First, school administrators should not be stampeded into accepting the idea that *anybody* can teach. Acceptance of this viewpoint would inevitably undermine sound professional preparation.

Closely allied is the concern for teacher retention. Any administrator must, of course, try to provide opportunities for in-service growth of personnel. Success of all employees is the dream of any administrator. Yet educational leaders must be realistic and recognize that certain employees will not be successful and should not therefore be retained.

By CHARLES R. SPAIN, superintendent of schools, Albuquerque, New Mexico.

Another caution for administrators pertains to the choice between hiring clearly undesirable employees or leaving positions vacant. In many such instances it is preferable to have a qualified teacher with 35 to 40 children rather than have a poor teacher with 15 or 20 of these children. The same observation applies with more force in the current rush to procure guidance and counseling personnel. Decisions made in desperation are likely to haunt many administrators for years hence.

But the broad picture of performance in the area of personnel is a credit to the profession. The really great need we confront is for administrators to view personnel as an integral aspect of the great leadership role now possible for educators generally. Our problems should be seen against a background of the urgent importance of education to our nation, the administrator's role representing community leadership for education, and of the crucial significance of the concept of leadership held by practicing administrators. Unparalleled opportunities are offered any administrator for genuine leadership for educational advance in all areas, including personnel.

Comments on personnel . . .

Ashby: I see these as favorable aspects of the personnel situation: There were more college graduates than ever before, and about one third of them can be expected to meet certification requirements. The supply of science and math teachers has increased. More and more colleges are re-examining their teacher education programs and involving the cooperative thinking of all departments. Professional salary schedules in some areas indicate that personnel shortages can be overcome with competitive salaries.

These were the unfavorable aspects: 1958 marked the end of a 6-year period which saw a steady improvement in the ratio of new elementary to new high school teachers. The public schools have not been recruiting teachers with enough enthusiasm. In 12 states the standards for elementary teaching are below the A.B. level. Some 80,000 teachers have sub-standard credentials. Special salary recognition in certain fields poses a threat to teacher morale. Colleges are beginning to compete with the public schools for good teachers.

These three major personnel problems remain with us: (1) how to bring the supply up to the demand (we were short 135,000 in 1958); (2) how to achieve a balanced distribution of the supply among the various teaching fields and grade levels; (3) how to reach these supply demands with quality personnel.

There were continued efforts to improve staff utilization in 1958—use of television, use of good teachers with larger groups of students, use of teacher teams, use of non-certified assistants and the recognition of varied hierarchies for salary adjustments.

The average salary for teachers in 1957-58 was \$4,650; it is probably about \$4,800 now. But teaching still ranks fourth from the bottom in a list of 17 major professions.

A couple of points about certification: There may be

pressure to reduce professional training. Several years ago New York decided not to raise minimum program requirements and Virginia has a bill awarding full certification to college graduates having no courses in professional education when they complete four years of satisfactory teaching. There is also a move now toward certification reciprocity among the states.

Johnson: New York now has an option of curriculum offered to students in graduate courses. There have been more strides to professionalization for high school teaching in New York State.

Ashby: There has been nationwide progress in approving experimental programs for certification.

Johnson: The Bowling Green conference on teacher qualification showed a move to improve certification standards.



A midwestern superintendent reports his toughest problem was "teacher union-administration relationship."

Much in mass but how about individuals?

Manning: I think if we judged by the volume of activity in the field of communication between the school people and the lay public we could say that 1958 represented a tremendous gain. I would say, too, that there has been effort to make more use of the various media.

It was significant that *Business Week*, in the April issue, attempted to summarize the argument, the controversy over program, and what was wrong with the schools. With regard to the field of commerce, it came out with what was, on the whole, positive support for continued improvement in education. This may have been the turning point in the controversy that started after Sputnik, because it then began to be the sane and reasonable approach for a group once dedicated to keeping all costs down.

Now communication from the profession to industry to commerce, and perhaps to the general public, too, has been effective in this presentation of program. The success of this struggle with the Rickover proposal and some of the features of the Conant position isn't determined yet. The new tendency to concentrate only on the able, the ambitious and the gifted remains a matter to be thought out. And the success or failure of this struggle probably depends upon the effectiveness of communication in the following years.

The big failure it seems—and communication must have contributed to it on the negative side—was the inability to get national support for education and to convince the government that this was imperative. I had some experience with a successful effort to get federal support for impacted areas, after meeting in New York last year with a selected group of superintendents of the Northeast area, all affected as I was by federal impact.

Here was a group of superintendents which had been working at this problem for three or four years, and was organized to do so. We arranged a telephone hook-up, and up to the very minute when something was happening in a committee in Congress one of us who was free to be in Washington (freed by the boards for this purpose) would be in touch with the others and we would

immediately contact the representatives and senators from our areas. This was straight-line political communication. The President, Derthick and the commanders of the army, navy, marine corps and the air force all appeared before the congressional committees and opposed federal aid for both construction and support. Nevertheless, it went through. It not only held Act 874 but increased some of the benefits from it. Here was a kind of communication that might be taken as a lesson, perhaps, for the methods we should use in other directions.

Now in turning to the elements of communication which in 1958 might have been applied more effectively, it seems to me that the drive toward participation, the need for communication to the community by educators, while good, has been thought of as an end instead of an intermediate stage. And too often, when we go out to the community or to our staffs, we are asking for what amounts to a conclusion reached by popular weight of opinion. We're going to study, we're going to involve, we're going to get everyone thinking and then we're going to take what is pretty close to the majority view. I'd like to suggest that the public expects us to lead and we have a right to take the position of having the necessary professional competence concerning the problems with which we are involved.

Another weakness has been our tendency to communicate to committees and through committees, and then stop. In this situation the committees, including the chairmen, do not feel personal responsibility for the outcomes. As school leaders, we might recognize that we may have to go through a necessary intermediate stage, but in the end we must communicate to individuals. And we must select those individuals for their significance in the community structure.

And finally, I think that perhaps we are forced by circumstances to waste time on the proponents of education, in our communications, and to neglect the opposition. We work with our friends, and do not attempt to work more directly with our opposition.

Educational television has been mentioned. An inter-

esting illustration of how we can effectively use communication in this area was recently revealed in New England. For about four years there had been an effort to get a station to cover the New England area. This failed until last year, when funds were made available for a station to operate at the University of New Hampshire. It will be the first interstate and international station in ETV, and will exchange programs with several New England states and with Canada. For several years lay people and the university had little success in finding support for it. The Ford Foundation was uncertain about supporting it. Finally, these university, private school and lay people approached a superintendent of schools. A small group was asked to assist, and later all the superintendents were brought together. In a very short time this group of superintendents was able to sharpen up its program and suggest means of communication. Then by getting the whole group of superintendents to support it, the money that had been lacking quickly came forth. The program was successful and the Ford Foundation gave the remainder of what was still needed to get the station on the air. Now again, this was direct communication after communication by discussion.

Anderson: How can the administrator involve everyone in communications? How do you fight power politics?

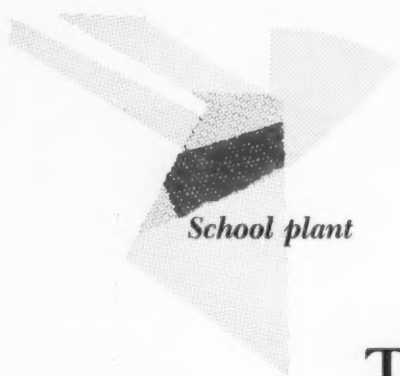
Norton: In varying degrees we have that problem everywhere.

Juckett: And how can the ordinary administrator involve the power factor of a community?

Manning: By direct personal approach, I should think.



Toughest problem for an eastern superintendent was "justification of salaries for teachers."



School plant

The "palaces" charge was countered with facts

THE MOST consequential act involving school plant during the year was the Ford Foundation's appropriation of \$4.5 million to set up Educational Facilities Laboratories, Inc. This is to sponsor experiments and research on school plant problems and to serve as a clearing house for related information. The initial proposal is to cover a period of five years. Harold B. Gores, formerly superintendent of schools in Newton, Massachusetts is the first executive president of this enterprise, which has tremendous potential.

There has been urgent need for a center of this type. While a grant providing an average of less than a million dollars per year may seem quite small when measured against a mass national school building program exceeding \$3 billion per year, if this modest amount can be used to demonstrate the value of school plant research and experimentation more money for the purpose may be forthcoming from private industry and from governmental sources.

The past year marked a continuation of heavy educational plant construction across the nation, with expenditures in excess of \$3 billion for all types of school structures, public and non-public, including those for higher education. The building cost index continued to rise, following the trend of recent years, but at a slower rate. Communities approved school bond issues (over the first 8-month period) with substantially the same degree of support as in the year before, approximately 76 percent in terms of amount of money involved.

This may be interpreted as an encouraging sign in view of the rising tax rates for all types of governmental services, and of the attacks made against the cost of education, including charges that new school buildings are too palatial and extravagant.

The publication of such charges did not go unanswered in 1958. The October issue of *Coronet* magazine con-

tained a pointed article by Martin L. Gross entitled "Bargain-Basement Education Is No Bargain" which refuted the charges of extravagance. A similar point of view was expressed by John W. McLeod of the architectural firm McLeod & Ferrara in his article entitled "Cheap Schools Cost the Most" published in the October issue of *Parents' Magazine*. The professional educators too, through their national organizations, NEA and AASA, distributed reprints of pertinent articles dealing with the building costs, including a copy of a challenging letter sent by Carl B. Munck, president of the National School Boards Association, Inc. to the editor of *Reader's Digest*, a magazine which has expressed disapproval of school building costs.

A 1958 revision of its *Guide for Planning School Plants* was published by the National Council on Schoolhouse Construction. At the annual conference held in Seattle in September, the members of the National Council reviewed and criticized a tentative first draft of a proposed volume dealing with college and university plants, to be entitled *A Guide for Planning Post-Secondary Schools*.

A fascinating book simply entitled *Schoolhouse*, edited by Walter McQuade and published by Simon & Schuster, came off the press in the fall. Profusely illustrated with more than 500 superb photographs and interspersed with clever cartoons, its crisply-written narrative deals with various phases of a school building program. It merits wide distribution. If it is true that a picture is equal to a thousand words, this book is a small encyclopedia. There is significance also in the fact that the publication of this book received the sponsoring support of a private industrial firm, The Aluminum Company of America.

Exhibits dealing with school plant design continued to have strong appeal for both educators and architects, as demonstrated by the crowds viewing the school building exhibits shown at the regional meetings of the American Association of School Administrators held at St. Louis, San Francisco and Cleveland last February and March.

By HENRY H. LINN, professor of education, Teachers College, Columbia University.

The same degree of interest was evidenced in the Seventh Annual Competition for Better School Design sponsored by THE SCHOOL EXECUTIVE. This latter competition received designs for 147 schools and colleges submitted by 119 architects. The school building designs shown at the several exhibits had few, if any, startling innovations or new concepts. No single pattern of design predominated on any level, which speaks well for the creative independence of architects. It does appear, however, that an increasing number of schools are making use of colored panels for exterior wall construction. Air conditioning in building segments, primarily in the auditorium and administrative offices which are in use throughout the summer months, apparently is gaining in popularity.

The need for improving school building service standards was not neglected in 1958. Conferences and short courses for the training of school building service employees were sponsored by numerous local school districts, colleges and state departments of education. Teachers College, Columbia University, for example, offered a one-week course on plant operation for maintenance employees, for the 20th consecutive year. In August, a group of 60 major supervisors of school plant services in New York State met at Oswego, for a 4-day conference at which they organized the New York State Association of Superintendents of Buildings and Grounds. A major objective of this new group is to raise the standards of school building service and at the same time to work toward the professionalization of staff members at top supervisory levels.

One of the unhappy events for the educational profession was the resignation of Ray L. Hamon, who was chief of the school housing section of the United States Office of Education since 1942. Dr. Hamon has accepted a 2-year assignment in Korea, under the George Peabody College contract with the International Cooperation Administration.

Comments on school plant . . .

Juckett: I'd like to measure our performance in school plant in terms of ten questions.

1. *Were schoolhouses built in sufficient numbers?* No. But we did fairly well. Fewer bond issues were defeated in the last half of the year than in the first half. The Office of Education reports that our present shortage of 140,000 classrooms is a drop of 12 percent since 1956. So at least we're moving in the right direction. Also we used our present buildings more days and hours for adult classes, summer programs, recreation and community activities.

2. *Were there any major innovations in design?* No. Most of the buildings were campus-type or dispersed in layout, and were single-story.

3. *Were buildings constructed economically?* Yes, if we compare schools with all other construction. Authorities say that during the last 20 years school construction costs have increased about 150 percent while all other building costs increased by over 200 percent.

4. *Did educational planning precede blueprint drawing?* Yes, increasingly. More states now require it. In Florida, for example, every new school must be based upon a survey of building needs. There is a growing number of educational consultants, including those on the staffs of school architects.

5. *Were faculties and employees involved in the planning of schools?* Yes, to a greater degree than ever before. Some say, however, that there may be a danger point in this process.

6. *Was there plant research by school administrators?* Very little, according to *Education Index* and library shelves. There appears to be a discouragingly small amount of research compared to what is done in other educational areas.

7. *Did new plants promote new types of organization?* Only to a limited degree. Some were wired for and



Joseph Molitor photo

A western superintendent's toughest problem was "acquiring a school site in the face of opposition by one of the cities within the district which adopted special zoning ordinances to prevent additional construction of schools."

equipped with closed-circuit television; some used movable partitions for greater flexibility.

8. *Did new building designs give attention to an atmosphere conducive to high morale and mental health?* Yes, there were many examples—nicely appointed teacher workrooms and lounges; windows, doors and ceiling heights proportioned to child size; student lounges, and dispersed architecture to avoid the mass effect.

9. *Did administrators adequately prepare staff, public and children to use the new buildings?* No. There has never been enough attention to this project and 1958 was no exception. This is a growing problem now that more districts are having to move into new schools before they are completed.

10. *Did we spend enough money?* The answer to that, of course, is no. If we agree with the Rockefeller Brothers Fund report that "An educational system grudgingly and tardily patched to meet the needs of the moment will be perpetually out of date," and if we believe that a few years will see, for instance, the entire Eastern coast from Boston to Baltimore as one great community, then this question of spending for schools really hits us between the eyes.

Johnson: Programs and buildings are still greatly restricted by the size of sites, though I think this situation is improving.

Norton: I would guess that there has been an enormous amount of cheap construction in school buildings this year.

Cocking: I would add, too, there has been greater care in the use of glass and in reducing glare.



A SUMMING UP

Cocking: Now, gentlemen, how should we characterize the year's performance of educational administration?

Davies: I'd say that for once we've listened to what a lot of other people have to say about education. We've behaved the way Bill Tilden used to play tennis: he'd drop the first set to analyze the strategy of his opposition. We've been analyzing all opinions to set up a strategy for the future. Many movements hold promise; criticism shouldn't make us pessimistic. We should be pleased and flattered to feel that there is so much interest in education. Someone else has been beating the drums for a change and educators have been at work.

Juckett: I'd say that the profession has done a pretty good job this year under difficulties.

Cocking: Superintendents are a harassed group. They don't have time to read; they're very concerned about everyday problems and the management of schools.

Anderson: Superintendents were saying the same things in 1950—no time left to spend on instruction. The American people made important appraisals of education in 1958 at local, state and federal levels. If we carry out the commitments which have resulted from the appraisals we'll make much progress in the next decade—commitments on finance, integration and instruction. But will we carry them out, that's the question.

Ashby: Several things stood out this year. There was much interest in foreign language teaching—this was a noticeable program trend. There were more young men teaching in elementary schools. I think teachers *are* better now than in, say, 1939. The American people have come to recognize that education is an instrument of national policy for the good of the nation, for survival in fact.

Johnson: I think we might have brought about a greater understanding of education. We should broaden the base of understanding and activity of citizens in school affairs and be optimistic about what can be done. This is how a climate for successful accomplishment is built.

Norton: Administrative performance in 1958 showed courage in the face of a tough, harassing situation. But it operated in a pattern of the past. We need new patterns to realize accomplishments. We should take advantage of public interest in education to act—and be worried only when the public *isn't* interested.

Manning: I think 1958 was a year of gain. There was courage in the face of adversity and a more vocal reaction to the criticism. And the biggest gain, I think, was in the area of experimentation with school program, even up to college where the resistance has always been strongest.

An eastern superintendent's toughest problem: "finding time for supervision."



Ten Significant Books of '58

MARK TWAIN ONCE SAID, "The man who does not read good books has no advantage over the man who cannot read them." The list below contains 1958 publications which we feel to be of great significance to school administrators, and worthy of the title "good books." How great is your advantage over the man who cannot read?

PUBLIC EDUCATION IN AMERICA

Edited by George Z. F. Bereday and Luigi Volpicelli. New York: Harper and Brothers. 1958. \$4.00. Seventeen leaders in educational thought and practice express themselves on the purposes and achievements of American education.

THE PURSUIT OF EXCELLENCE, EDUCATION AND THE FUTURE OF AMERICA

Rockefeller Brothers Fund, Inc., Panel V of the Special Studies Project. Edited by John W. Gardner. New York: Doubleday and Company. 1958. 75¢. Our social background and educational settings provide the reference points for this penetrating look at contemporary education, its crises and its challenges.

SOMETHING TO STEER BY

Committee for the Advancement of School Administration. Washington: American Association of School Administrators. January, 1958. Thirty-five proposals for improving the preparation of school administrators.

THE HIGH SCHOOL IN THE NEW ERA

Edited by Francis S. Chase and Harold A. Anderson. Chicago: University of Chicago Press. 1958. \$5.75. Thirty-eight prominent educators and laymen consider our high schools, the new situations they face and their capacity for meeting the added demands.

THE AFFLUENT SOCIETY

By John Kenneth Galbraith. Boston: Houghton Mifflin Company. 1958. \$5.00. The author argues that our economic ideas were worked out for a society far different from the one in which we presently live. An economy geared to great production, instead of solving problems, actually creates them.

SCHOOLHOUSE

Edited by Walter McQuade. New York: Simon and Schuster. 1958. \$10.00. Dramatically illustrates that the "schools are for people." An excellent non-technical book about a technical subject, which should find a wide distribution among professionals and laymen alike.

TYRANNY OVER THE MIND

By Aldous Huxley. New York: Published as a special supplement by Newsday. 1958. A disturbing second look at "The Brave New World" which indicates that as a prophet Huxley missed only on the time element.

THE GREAT DEMOCRACIES, A HISTORY OF THE ENGLISH-SPEAKING PEOPLE

By Winston S. Churchill. New York: Dodd, Mead and Company. 1958. \$6.00. Volume IV, the last in Sir Winston's coverage of our heritage. His discussions of the American Civil War and the building of the British Empire are highlights of the book.

THE RUSSIAN REVOLUTION

By Alan Moorehead. New York: Harper and Brothers. 1958. \$5.00. Portrays the background and events leading to the Russian Revolution and the moment-by-moment account of the conflict which established the Bolsheviks.

MASTERS OF DECEIT

By J. Edgar Hoover. New York: Henry Holt and Company. 1958. \$5.00. The director of the FBI explains the startling facts of Communism: what it is, how it works, what its aims are, the dangers it poses and what Americans must do to combat it.



Katterle

Simmons

Murphy

Gores

The shape of things to come

APPRAISAL WITHOUT facts is ignorance compounded but facts without appraisal are equally worthless. If 1958 is to have any future value for us we must seek the answers to the questions it posed and derive some wisdom from the experience it afforded us. In an effort to foresee the implications of 1958 for the future of education, *THE SCHOOL EXECUTIVE* assembled a panel of five and challenged them to put 1958's major educational happenings into perspective and suggest the implications of these events for school administration.

The panel included the following people:

Miss Violet Edwards, executive secretary, New York State Citizens Committee for the Public Schools, New York City.

Harold B. Gores, president, Educational Facilities Laboratories, Inc., New York City, and former superintendent of schools, Newton, Massachusetts.

Zeno B. Katterle, dean, School of Education, Washington State College, Pullman, Washington.

Irvin P. Murphy, New Mexico State Department of Education, Santa Fe, New Mexico.

Mrs. Edith Simmons, president, Great Neck Board of Education, Great Neck, Long Island, New York.

The panel was chaired by Walter D. Cocking, *THE SCHOOL EXECUTIVE* editor.

The membership of the panel was variegated by outlook and position, spanning the country as well as positions of educational responsibility.

The vital need for research

This cross-section of the educational enterprise was given an outline of some of the major happenings of 1958 affecting school administration and asked to discuss not the facts but the implications of the facts.

Dr. Cocking opened the session by giving some of the vital statistics for the year. He stated that there were more students enrolled in the schools and colleges this year than in any previous year and that we employed



Edwards

Cocking

more than 1¼ million teachers to guide them. All told there was nearly \$21 billion spent on organized education in 1958. Quoting *The New York Times* of Nov. 10, 1958, he indicated that population in the United States by 1975 will be in excess of 215 million people.

Mrs. Simmons voiced the opinion that these figures indicated we need much more research to help us find ways to fulfill our future obligations—research which would yield better solutions than we now have.

Dr. Katterle remarked that even before the research we need a commitment to the fundamental principles of education which we have not had in the past. "We give lip service to ideals," he asserted, "but we are not committed to them."

"This is a challenge to involve millions of people in the commitment and the program that we must have, related in a human way to this research that is being done," said Mrs. Edwards.

Dr. Gores implied that the facts and figures revealed

Around-the-table look at the future of education. Panel members comment on implications of population forecasts, federal support—and control, administrative preparation, the intellectually gifted, desegregation, the teacher shortage and merit rating. They see changes ahead in American education.

we have more people in school and that they were staying in longer. "We must find new ways to arrange those who teach and those who learn," he said. "School administration," he continued, "must learn that we cannot continue in this fashion or we will find ourselves, like the telephone company prior to the introduction of the dial system, facing the necessity of tying up a major portion of the labor force to get the job done as we are presently doing it. Research is a partial answer but," he concluded, "simple intelligent observation and deliberative thinking can accomplish a great deal without controlled, formal research."

The problem of federal control

The panel was concerned about control of education by the Federal Government and other sources as well. Both Mrs. Simmons and Dr. Gores saw increasing population as a stimulus for a more centralized system of federal control over education.

Discussing the National Defense Education Act, Dr. Katterle stated, "We cannot escape the control for the control is built in . . . the [Congress] picked out some aspects of the program and said, 'If you will do this, we will give you the money.'"

Mrs. Simmons, though expressing pleasure that the Federal Government was accepting some responsibility for education, asserted that the act set a negative pattern—negative by inadequacies and more negative by the built-in controls.

Mr. Murphy saw a danger in the fact that as a result

of the act more than half the personnel in most state departments of education would be in some way federally connected. "State departments must beware lest they become nothing but an arm of the U. S. Office of Education."

Dr. Gores feared control from still another source. In commenting on AASA's *Something to Steer By*, he wondered if we would be wise in restricting all future school administrators to those who had come up the long ladder from the classroom to the superintendency. It would restrict us from ever taking an otherwise capable man from any other position outside education because he would



Murphy: "State departments must beware lest they become nothing but an arm of the U. S. Office of Education."

Gores: "The American superintendency is suffering from attrition. It is one of the most narrowly recruited of the professions."

not have the experience in the lower ranks. He stated that many colleges have had great success in finding and utilizing leadership wherever it exists. He saw AASA's proposal as a further restriction of a presently "narrow base."

The remainder of the panel, however, agreed that the determination of qualifications for school administrators by the AASA was a progressive step and would be a valuable guide in the selection of personnel.

The perennial topic—money

As might be expected, money kept cropping into the discussion. The panel was adamant in stating that more financial support would be needed from all three levels of government. Dr. Cocking referred to the National Defense Education Act as the "omnibus act—a little of this, a little of that." The panel was divided on the long-range implications of the act. Some felt that its control aspects were the most significant forecasters of the future, while the remainder of the group was encouraged that, in the words of Miss Edwards, "nationally we are beginning to recognize federal responsibility for education." Mr. Murphy felt that despite the bill's segmented nature it nevertheless represents "a foot in the door."

In commenting on merit pay for teachers, Dr. Gores voiced the view of the panel when he indicated that he felt that merit pay had made advances during the past year. He suggested that the pattern will be "not incentive pay based on sorting people," but rather that "we create

roles of greater responsibility where greater rewards may be attached."

Dr. Cocking asked, "Can and will America provide the funds necessary to finance adequate schools?" Dr. Gores stated that these funds would be forthcoming as a result of "fright." The National Defense Education Act is an "acknowledgment that we are in an international race." Mrs. Simmons declared, "Of course, we can, and I believe we will!" Dr. Katterle, however, questioned her optimism.

Voice of the laymen

There was considerable difference of opinion on the effects of recent pronouncements on education. Miss Edwards considered the Rockefeller Brothers Fund Report "a distinct public service and most encouraging for the future." Dr. Gores and Dr. Katterle indicated that nothing in the report is new and that its greatest strength lies in the fact that it was said this time by laymen. Perhaps, they suggested, education should see this as an indication that we do not command the ear of the public.

Dr. Conant's reports on the American comprehensive high school were viewed from several vantage points. According to Dr. Katterle, these summary reports are good: "they show direction but they are not a cure-all." Mrs. Simmons felt that they were the best guide we have had in regard to American high school education. Dr. Gores thought the Conant studies were "not a fresh new look" but rather "an operational manual." He continued, "What we need are giants and unfortunately none emerged in 1958."

Miss Edwards replied, "The giant you are looking for is the American people." She indicated that they were listening, reading and analyzing and that they would emerge as the "giant" who would save public education.

Our current concern for the intellectually gifted was viewed as fundamentally healthy by the panel. Mrs. Simmons capsuled the discussion when she said, "Once we recognize one group, we must recognize that there are others." Dr. Katterle stated that we are at least "looking at what we do to people in a learning situation." All felt that as we satisfied the needs of one group we would be forced to examine the needs of the remainder of our charges.

Dr. Gores felt that "we have slain a sacred cow." He was referring to our present practice of grade placement



Edwards: "I am heartened that nationally we are beginning to recognize federal responsibility for education."

of subjects. "No one could study a subject until it was the proper time." Perhaps now "we have shaken the web," he said.

The desegregation fog

In looking at the desegregation struggle the panel saw some blue sky behind a heavy bank of dark clouds. Miss Edwards foresaw a terrible struggle with pain for many people. Mrs. Simmons predicted eventual legal solutions but that psychological upsets would remain as a much bigger problem. Dr. Katterle voiced optimism despite "our inability to cope with demagogues and demagoguery."

Mr. Murphy echoed the optimism but remarked that the challenge becomes for "all of us to get busy with our own minorities, wherever we live." Dr. Cocking felt that there were small signs which indicated the beginning of a breakthrough in the South. These, he thought, were the basis for his own optimism that integration will be accomplished.

In its conclusion the panel seemed to indicate that 1958 was a year of groundwork and preparation for the changes which must come in American education. It may well be a turning point in new directions but we must



Simmons: "Not only the schools, but the community and home must assume their share of responsibility for teaching faith in American ideals."

Katterle: "Quality must be brought into the community, not only into school buildings."

decide that point later. It was a year that jarred our complacency and revealed to millions of people how vital our educational system is to our way of life. It was a year of prelude rather than climax. A prelude, we hope, to a strengthened free society as a result of strengthened educational opportunities for all our children.

What to watch for in 1959

Increased action to get a school construction bill through Congress. The National Education Association has listed this as its major effort for 1959.

More money to be spent on education through the use of the matching-fund principle of the National Defense Education Act. Federal money will be available by February for most of the programs included in the Act.

First results of the vast research program being undertaken by the Educational Facilities Laboratories, Inc., set up in 1958 to help schools and colleges solve their building problems.

A guide for post-secondary school buildings, a publication being compiled by the National Council on Schoolhouse Construction.

Increased activity toward improving mathematics teaching. For example, a School Mathematics Study Group, organized at Yale University, is now preparing and testing sample textbooks illustrating an improved math curriculum.

Results of "team teaching" studies being conducted in 100 junior and senior high schools throughout the country.

The NEA's new project in the field of juvenile delinquency. The study is being designed to help teachers and administrators deal with the problem. Other studies for combatting behavioral problems are underway in New York State, New York City, Los Angeles and Syracuse.

Results of the Soviet Union's recent experiments with its educational system. Under the new system, several school districts will require their youngsters to attend an 8-year elementary school where general academic work and preparation for technical study will be stressed; a relatively small group will then go on to secondary school while the vast majority will be sent to work.

Social Scientists Examine Role of School Executive

EVANSTON, Ill.—The task of educational leadership is getting so complex, according to Harold Shane, professor of education at Northwestern University, one wonders whether the job requires man or superman.

Dr. Shane made his comments at a seminar on "Community Analysis and Administrative Decision-Making" held here recently. Professors from 30 universities heard social and political scientists examine changes in American society as a basis for improving programs for school leaders.

Scott Greer, sociologist and director of the Center for Metropolitan Studies at Northwestern, told the group that America had become "a nation of mushrooming metropolitan areas and dying small towns." The job of administering the schools is vastly complicated by "the shift in the human landscape," he said.

John Kitsuse of Northwestern described the effects which these speedy social changes had on our adolescents. Our youngsters tend to become detached as a group from the intolerable restrictions and controls they attribute to adults, he said.

Norton Long of Northwestern criticized those administrators who discouraged teachers from active participation in political life, thus reducing government to "a mechanism rather than an instrument of self-realization."

Harold Guetzkow urged greater concern for skill development as a means of coping with the changing social climate. Practice in carefully selected real and simulated situations, he told the group, can substantially improve decision making skills.

The seminar was held under the auspices of the University Council for Educational Administration and co-sponsored by the Center for Metropolitan Studies and the School of Education. B. J. Chandler and Jack Childress were in charge of program and arrangements.

Joint Council on Economic Education Holds 10th Anniversary Celebration

WASHINGTON, D. C.—A decade of progress was marked here recently when the Joint Council on Economic Education held its 10th Anniversary Conference at the Sheraton Park Hotel.

The JCEE originated in 1948 with a workshop in economic education at New York University. In the 10 years of its existence, it has sponsored 265 summer workshops for teachers, has enrolled 65 teacher-training institutions as active cooperators in its program, and has reached 170 colleges and universities through meetings and conferences.

The JCEE program aims at raising the level of economic understanding throughout the nation by helping educators to improve economic education. On the occasion of its 10th anniversary, the group took a comprehensive look at how its program was being carried out, what it had so far accomplished and what remains to be done.

"A habit of thinking within the bounds of economic principles cannot be taught in one big unit or one overwhelming dose," said Martin Essex, superintendent of schools in Akron, Ohio. Mr. Essex was invited by the Council to describe how the

program was being carried out in his school system.

The social studies courses in Akron have been under revision for the past two years, he said. An integration of economic principles into these courses is being attempted with the aid of printed material, staff consultants and university economists made available by the JCEE.

From a businessman's point of view, the JCEE "has provided the organizational structure within which leadership from business, labor, farm organizations and governmental agencies could cooperate in supporting the schools as they faced the problem of developing a curriculum for economic education."

This statement was made by David Shepard, director of the Standard Oil Company, at a morning panel



THE SCHOOL EXECUTIVE



A nun from the Sister Formation Conference, Washington, D. C., was one of many educators who stayed to continue discussions long after the formal JCEE observance ended (below left). Roy A. Price, Syracuse University, presents a "Distinguished Service Award" to Walter D. Cocking, School Executive editor (below right). Lawrence G. Derthick, U. S. Commissioner of Education, chairs an afternoon panel discussion (above).

meeting. Other panel members considered the accomplishments of the Council from the viewpoints of agriculture, labor and research.

And where do we go from here? Theral T. Herrick, director of instruction and guidance for the Kalamazoo Public Schools, believes that superintendents of schools and members of local Boards of Education must become more involved in the actual planning of Council work.

In order for work on the classroom level to be effective, said Mr. Herrick, it must be backed up by local administration and Boards of Education.

P. Roy Brammell, dean of the school of education at the University of Connecticut, feels that the Council, at this stage in its career, must become concerned with actually teaching economics to elementary and junior high school children in classroom lab situations.

This could be accomplished in six-week summer workshops, said Dr. Brammell, with in-service teachers observing and evaluating these pilot undertakings. It would demonstrate that children can learn and understand economic principles while, at the same time, instilling into participating teachers the desire and know-how to plan instruction for the learning of these principles.

Educators, economists, business-

men and representatives of agriculture, governmental, labor and research organizations attended the conference. Important speakers included J. W. Cameron Thomson, chairman of the board of Northwest Bancorporation, and Arthur F. Burns, president of the National Bureau of Economic Research.

Council Meeting Considers Education Act Implications

CHICAGO—Funds to launch most of the programs authorized under the new National Defense Education Act will be available by January or February, chief state school officers were told at their annual meeting here recently.

Speedy action on the aid-to-education measure was made possible by the "enthusiastic cooperation of state school officers and educators around the country," said Elliott L. Richardson, assistant secretary of Health, Education and Welfare. He predicted all programs covered by the act would be in full operation by June.

Richardson was one of six speakers to address general sessions of the Council of Chief State School Officers. Other speakers discussed adult

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Council Urges Re-Education For Resumption of Work

WASHINGTON—The need for recognition of the educational needs of older women is pointed out by the National Manpower Council in its most recent publication, "Work in the Lives of Married Women."

What must be done for those women who are going to "tuck away their education . . . for a decade and a half" before going back to work? Secretary of Labor James Mitchell provides one answer when he reminds the community that it must "recognize its responsibilities for training (by) providing refresher courses, counseling."

Educator and employer must join in insisting upon the sound educational system upon which the skills of work are built, the publication says.

education, teacher certification, the high school curriculum and a proposal for a national testing program.

The Council registered its general approval of the act which Richardson said was the "first general aid-to-education measure to pass Congress in almost 100 years." Fear was expressed, however, over the possibility that some federal control would accompany the financial aid.

The state commissioners noted that the federal funds offered were "piece meal" and would influence only certain phases of education. The commissioners prefer support legislation of a more general type, and they called attention to the "serious need for larger sums of money."

The long range role of the federal government in the support of public

education should be clarified, the commissioners said. The Council called upon the U. S. Commissioner of Education, L. G. Derthick, to initiate the drafting of a policy statement for the Federal Government.

The commissioners were critical of present plans to administer the National Defense Education Act via regional offices. Such plans, said the commissioners, would "delay action, create confusion, add unnecessary expense, and undermine the maintenance of sound federal-state relationships in education."

Council members elect . . .

. . . George E. Watson of Wisconsin to the presidency;

. . . A. John Holden, Jr., of Vermont to the first vice-presidency;

. . . Oliver Hodge of Oklahoma to the second vice-presidency; and

. . . Frederick M. Raubinger of New Jersey, Adel F. Throckmorton of Kansas and H. Grant Vest of Colorado to the board of directors.

But the issue which stirred the state school officers to the liveliest discussion of their 3-day meeting was a proposal for a national student testing program. This proposal was made by John M. Stalnaker, president of the National Merit Scholarship Corporation.

Stalnaker suggested that the testing services of his private, non-profit organization be extended to 9th and 10th graders on a voluntary basis. Thus, on a given date, tests would be administered throughout the nation to all those 9th, 10th and 11th graders whose schools participated.

The tests would "measure skills and aptitudes required for academic success," Stalnaker said, emphasizing "scope and quality of knowledge."

Main purpose of the program would be to improve guidance and counseling of students, but the spirit of competition would encourage students to "strive and achieve more."

The most emphatic opposition to the Stalnaker proposal was made by T. G. Pullen, Jr., state superintendent of schools in Maryland. "I am unalterably opposed to any national testing program," Pullen said.

University Heads Opposed To Raising Tuition Fees

WASHINGTON—"Every phase of our national strength depends ultimately on the quality and numbers of young people who receive advanced education" says a statement issued by heads of 93 major public colleges and universities.

The State Universities Association joined the Association of Land Grant Colleges and State Universities in the statement. The latter group held its 72nd annual meeting at the Statler Hilton Hotel here recently.

The statement was an attack against current moves to raise tuition fees which, they declared, is based on the "false theory" that the individual is the chief beneficiary. The primary beneficiary of higher education is society, the statement declares.

The presidents of the colleges proposed a program of direct federal aid to public colleges for construction of academic buildings, but rejected a proposal that private institutions be included.

The opposition of the public university forces to letting the private colleges share in public funds has been a principal barrier to federal aid for the undergraduate colleges. The opposition was far less at this

meeting than in past years, but not enough to change the association's position.

David D. Henry, president of the University of Illinois, exhorted his colleagues to work with private schools for Congressional approval of a 10-year, \$7.5 million program of matching federal grants. He argued that federal aid is essential because the states are not up to meeting the present emergency.

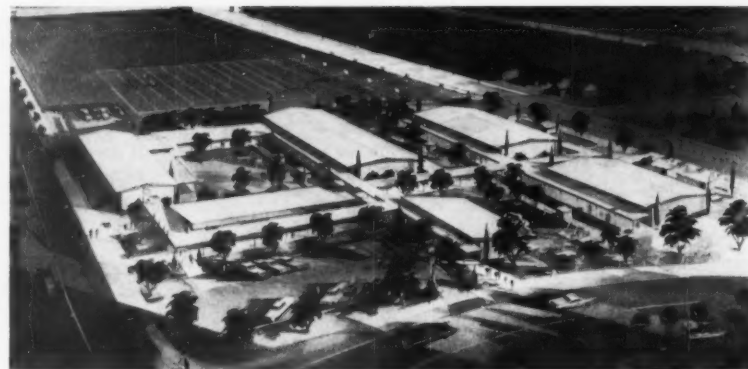
NEA Seeks Federal Funds For Construction, Salaries

WASHINGTON—The National Education Association has announced that it will seek legislation in the next Congress to provide Federal aid for school construction and salaries.

The NEA Board of Directors cited, in a statement, a measure sponsored by Sen. James E. Murray and Rep. Lee Metcalf, both Montana Democrats, which would provide subsidies totaling \$4.5 million.

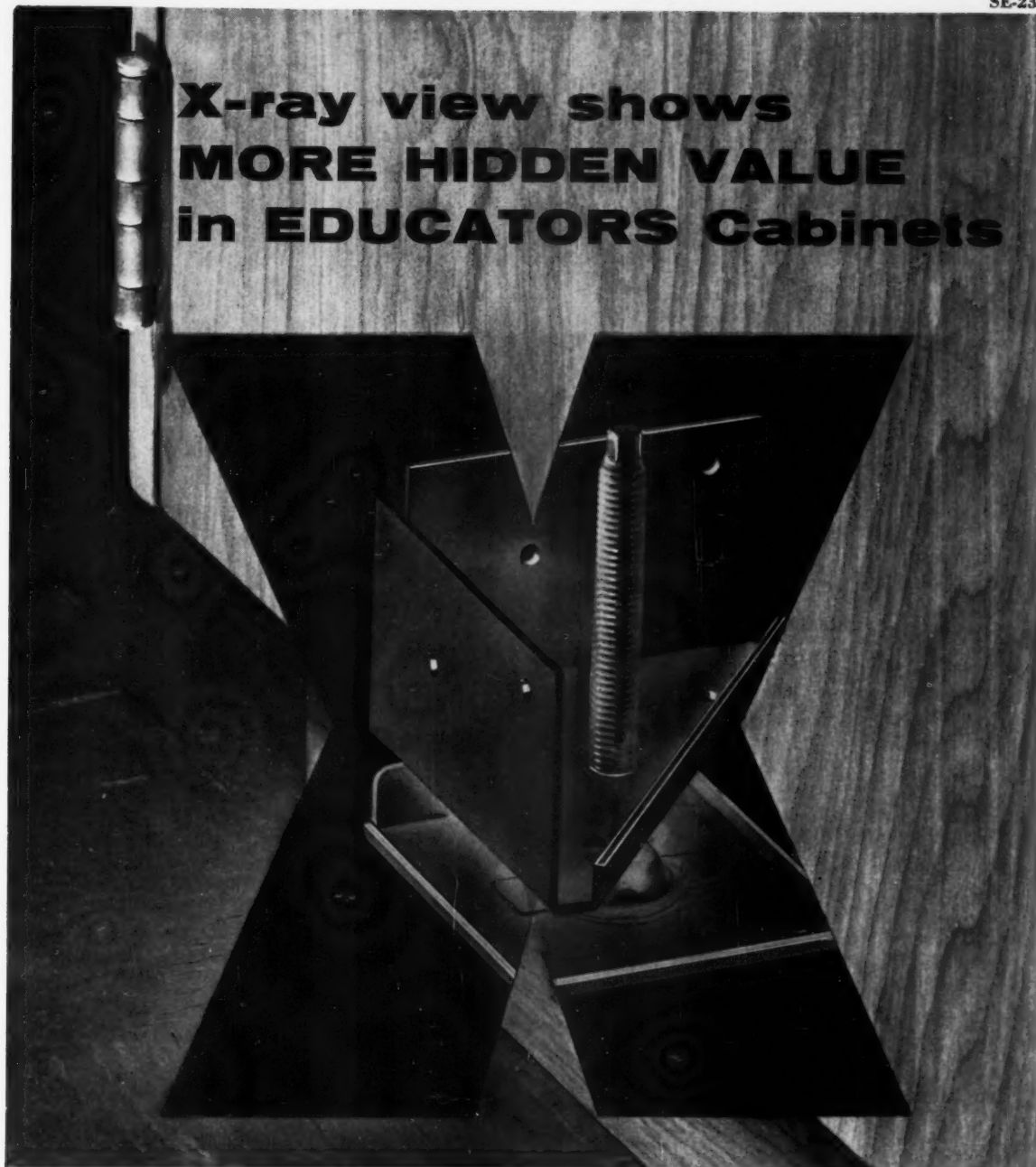
The support of a large-fund proposal of the Murray-Metcalf type will be the major NEA legislative objective until such legislation is enacted.

Steel Goes to School



Ground has been broken for Los Angeles County's first all-steel permanent school, shown above. The Justice Street Elementary School in Canoga Park will contain 11 classrooms, two kindergarten classrooms, administrative offices, library and text-book rooms, an assembly-cafeteria building and sanitary units. Designs have been made flexible by use of modular structural system.

X-ray view shows MORE HIDDEN VALUE in EDUCATORS Cabinets



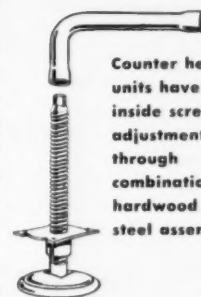
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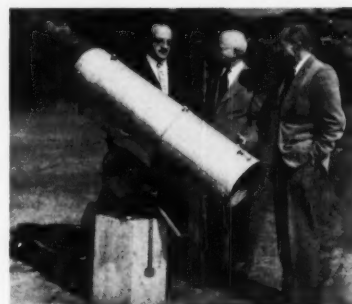
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SPOTLIGHT

Head student satellite project



Lester C. Van Atta, Hughes Aircraft Co.; Richard Sutton, California Institute of Technology; and Newton K. Chase, Thacher School, examine a telescope on the campus of the Ojai, Calif. school. The men form the executive committee of a program for gifted students planned for next summer. High school students from four Southern California counties will receive instruction in science and mathematics and conduct their own satellite-tracking project under the Thacher School program.

"Letters for Scholarship" Gets Nationwide Promotion

THE NEW EMPHASIS on scholarship is making itself felt in schools across the country.

Brainpower in the New Philadelphia, Ohio school system is being recognized by means of black and red chenille letters, special pins, newspaper coverage, bulletin-board notice and scholarship certificates.

One of the biggest boosters of this bangles for brains movement in New Philadelphia is Superintendent of Schools Leon S. Force, ex-athlete and sports official.

"We have much to learn from coaches and the publicity and awards their athletes get," says Superintendent Force. "I think we should no longer apologize for brains and should recognize the honor student and make him know we are proud of him."

Honor students at Central High School in Prattsburg, N. Y. and at Denison High School, Denison, Texas are being similarly recognized. At Denison, varsity letters and letter sweaters will go primarily to seniors chosen by a faculty committee.

THE SCHOOL EXECUTIVE



Jess L. Taylor, Superintendent,
Grandview Consolidated School District No. 4,
Grandview, Missouri

Asphalt tile gym floor, Grandview Consolidated School District No. 4, Grandview, Missouri

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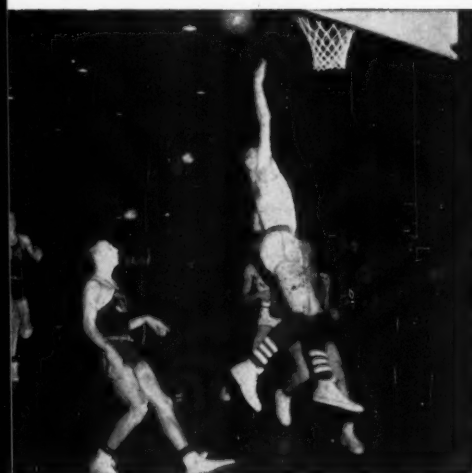
"In addition to the very important safety factor, we find our asphalt tile floor is easily maintained and presents a very fine appearance at all times after a light buffing," says Superintendent Taylor. Cosmolite Anti-Slip Wax produces a hard surface that retains its luster through many uses, resists scuff marks and traffic-lane wear, needs fewer waxings.

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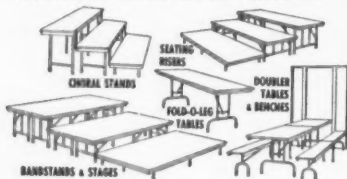
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"School is Closed"

THERE WAS A TIME when the phrase "school is closed" meant something more or less pleasant. It meant a holiday of some kind had been declared, that something of such moment as to require the participation of every citizen—from the youngest to the oldest—had occurred.

Perhaps the teachers were off at a convention or attending an institute. Perhaps the town was celebrating a centennial or the school was holding its annual picnic. At its very worst, it meant that the school was snowed in. The phrase "school is closed" had a pleasant ring.

In the past few months, the phrase has developed, at its best, dreary, and, at its worst, frightening, overtones.

"Massive resistance"

WASHINGTON—Over a dozen schools in Arkansas and Virginia remain

closed as a result of "massive resistance" to desegregation in those states.

Arthur S. Flemming issued a statement here recently in which he noted that the closed schools have now passed the deadline when it is possible for them to complete the recognized minimum school year of approximately 180 days by June 30.

"When young people in America are denied the opportunity of attending school, we risk the loss of their faith in one of America's highest ideals," he said. In each of the localities affected, there are some students who are getting no education at all.

Before the closing bell

CHICAGO—A school here was closed suddenly and without warning recently, with implications far beyond the merely educational.

Eighteen minutes before the bell

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that would have closed the school day, a fast-spreading fire killed at least 91 school children and three nuns at Our Lady of the Angels Roman Catholic Parochial School. About 1,515 grade-school and 120 kindergarten children were attending classes when the fire broke out.

It is doubtful if the parents of those children who escaped are much concerned, at the moment, over the student-days lost. But it is hoped, nonetheless, that room will be found in our already overcrowded classrooms for those deprived of their school building.

NEW YORK—Fourteen school buildings were shut down here during an intensive city-wide inspection started by the Fire Department following the Chicago fire. The schools were opened after the violations charged against them were corrected.

Most schools are ordinarily inspected two or three times a year.

Students close school

PARIS—Classes at the Paris Faculty of Sciences here were suspended for 36 hours recently when professors and students staged a protest strike over the lack of teachers and room to work. The science faculty buildings were constructed in 1896 with facilities for 2,200 students. More than 19,000 students are registered for the sciences this year.

Government officials took palliative measures following the strike by assigning five lecture halls, with a total of 3,000 seats, to the faculty of science from other faculties or institutions attached to the University of Paris.

Education under duress

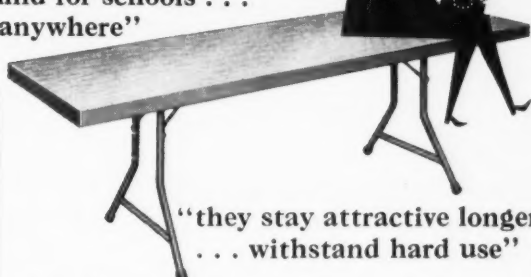
TAIPEI, Taiwan—Primary schools on Quemoy, closed since July, were reopened in November despite the danger from bombing.

The children of Quemoy have become veterans of the artillery shelling and accept it as a normal part of their existence. Students have been provided with bunkers and dugouts into which they can scurry in the event of bombardment.

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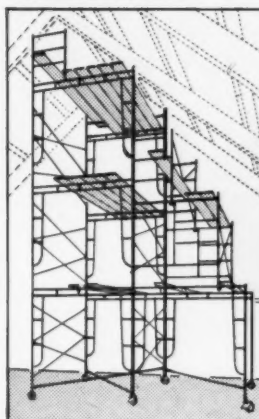
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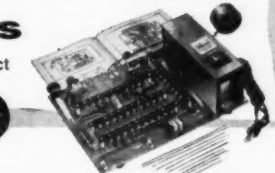
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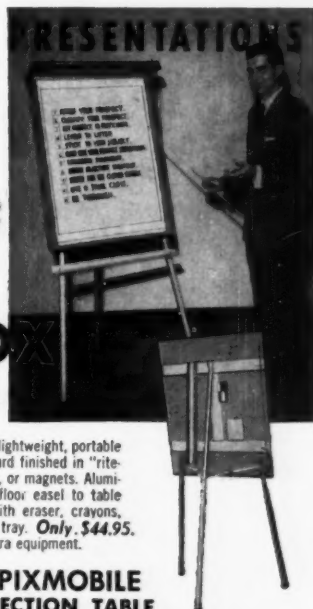
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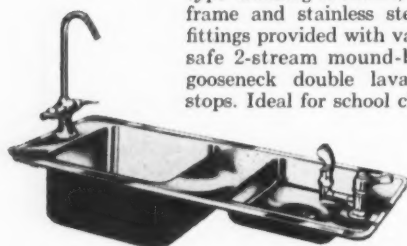
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3

SPOTLIGHT

Agricultural Education Program Submitted

URBANA-CHAMPAIGN, Ill.—Some kind of agricultural education for all students, not only prospective farmers, is recommended by a study group here.

H. M. Hamlin of the University of Illinois College of Education headed a research group comprised of agriculture teachers, administrators and farmers. Their report was presented to the Allerton House Conference on Education and has just been issued.

Vocational agriculture is more important than ever, the group contends, since Illinois' farm population has dwindled, while total population has increased. "Never before were so many dependent upon so few farmers," the report states.

Additions to the existent educational program advocated are: vocational education in all agricultural occupations; non-vocational courses for non-participants; general agriculture for undecided students; and agricultural education in all school systems wherever it may be appropriate to course study.

Elementary School Study Explores Typewriter Use

NEW YORK—A major research program to explore the use of the typewriter as an aid to basic learning among fourth and fifth grade children is to be carried out by Columbia University Teachers College here.

The research will be under the direction of Lawrence W. Erickson, professor of education. End purpose of the study is to determine the influence of use of the typewriter on the educational development of elementary school children in English essentials such as vocabulary, spelling, speed of composition, creativity and handwriting.

Plans announced by the school provide mainly for regular classes to be equipped with portable typewriters—with a typewriter for each student. Pupil performance will be

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"FLOOR-KING" Twin Tank
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mops to 36 oz.



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compared with the results in control classes with no typewriters.

The pilot test will be conducted at Barnard Elementary School, New Rochelle, N. Y. from January to June, 1959. This school was chosen because it contains a broad economic and social range of pupils.

Pupils will have a half-hour period of typing each day for four or five weeks while the effects of this typing on their studies is observed.

An experiment conducted recently by Dr. Erickson sought to show mainly that children in the elementary grades can learn to type. The pupils in this experiment represented a small, specially selected or gifted group, with typewriting taught as an isolated subject.

Two other universities—the Boston University School of Education and the College of Education of the University of Illinois—will carry on similar research. The entire program is being sponsored by Royal McBee Corporation.

School Systems Experiment With Science Curriculum

ALL OVER THE UNITED STATES, elementary and secondary schools are experimenting with the science curriculum. The results are new courses of study, new subject matter and new emphases.

"Speaker's Digest," an NEA publication, describes experiments being conducted in schools in New Mexico, Florida, Pennsylvania, New Jersey and Delaware. These experiments range all the way from after-school rocket clubs to four-week summer science camps.

A special science seminar was tried recently at Taft High School, Bronx, N. Y. Lloyd Motz, associate professor of astronomy at Columbia University, started 19 gifted students off on "the basic, 'naive' concepts of space and time" and proceeded right up to advanced college work.

"It was easy to tell that these high school students were grasping practically all of the work," says Dr. Motz. "The best evidences were their well-founded and timely comments and questions."

January, 1959



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Individual door operation, full recess opening, no obstructing hardware, rigid durable construction for years of easy, dependable operation.

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R-W offers a complete line of Wardrobes that combine modern styling, dependable, trouble-free operation and flexible adaptability . . . units that are backed by years of research, development and field experience. R-W Wardrobes are designed to economically meet the requirements of today's schools, and to fulfill these requirements for years to come. If you are planning a new school where you desire up-to-date clothing storage, you will find R-W Wardrobes are engineered to fit the job.

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R-W No. 781 Wardrobes . . . doors open in pairs providing unobstructed entryway, easy and economical to install.

Also available are the R-W No. 883 Wardrobes with multiple operating doors, and R-W No. 780 Wardrobes with individually operated doors.

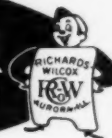
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SPOTLIGHT

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HAMILTON MANUFACTURING COMPANY • TWO RIVERS, WISCONSIN

In Nebraska, the Cooperative School Study Council is observing how the basic ideas of science are being taught to grade school children. More than 150 classroom teachers, administrators and coordinators of the Council assembled recently to hear children in grades one through six explain the basic principles of science.

A high school in Tulsa, Oklahoma, short one physics teacher at the beginning of the year, got an unusual "teaching aid" in the form of four engineering and research specialists. Each of these men teaches one class in physics per day.

"This program is just further evidence of how business and industry in Tulsa have come to our aid in furthering public education in times of need," said Charles C. Mason, superintendent of schools.

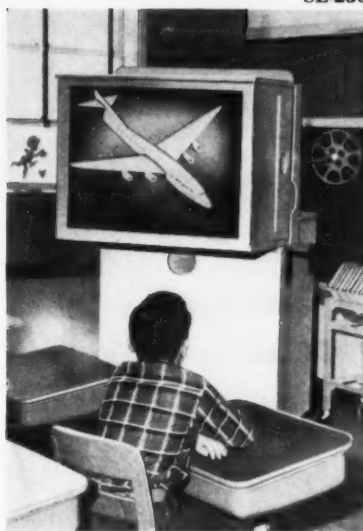
Farmers Must be Educated For Non-Agricultural Jobs

MINNEAPOLIS—The high birth rate, coupled with increased agricultural efficiency, has created a need to shift human resources out of agriculture and into non-farm pursuits, approximately 1,500 educators from the nation's rural areas were told.

Sherwood O. Berg, Department of Agricultural Economics, University of Minnesota, dealt with the role of education in this rural adjustment process in a speech at the Leamington Hotel here.

Education must acquaint rural people with the problems and solutions available, said Dr. Berg, and must help them to develop new skills in which they may compete more effectively.

The 2nd National Conference of the Department of Rural Education was followed by the 13th National Conference of County and Rural Area Superintendents and the Conference of Transportation Supervisors. All three conferences spotlighted the problems encountered in attempting to provide the education needed in rural communities.



Easier, Less Expensive, and More Effective Way To Show Educational Films

Sharp Pictures in lighted rooms without costly light control materials

The new Busch Cineeducator shows a brilliant picture—much like a huge TV picture, right in the normal classroom. No need for special rooms, darkening shades or extra ventilation. Now every classroom is an audio-visual room. Students take notes during the film. Teachers can supervise the class easier in the light. There is no need to disrupt the class by taking them to special film rooms. The Busch Cineeducator is complete with its own built-in screen, sound system and storage compartment. It is portable and folds up to roll easily to the next classroom. It is simple and easy to use. It can also double as a standard auditorium type projector when it is required. It can be used in rooms where other projectors cannot be used. Schools report up to 3 times as many films used with the Cineeducator. Here is a quality projector fully guaranteed for long service. Write for details on the school room trial offer. Try this modern projector system in your schools now to see this big advance in audio-visual teaching.



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Big screen folds up so the Busch Cineeducator will pass easily through any door.



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Educators Stress Difficulty Of Uniform Teacher Rating

ANN ARBOR, Mich.—The difficulty of evaluating college teaching on any uniform basis was stressed at a recent Conference on Appraisal of Teaching in Large Universities, held at the University of Michigan here recently.

Alvin S. Barr, University of Wisconsin psychologist, told an open meeting of the conference that it was difficult to get competent observers to evaluate teaching at any level and that, therefore, the best approach would be a multiple one, using more than one orientation in theory and a variety of data-gathering devices.

Paul L. Dressel of Michigan State University told 30 Midwestern college and university administrators and researchers that "the growth and development of students in regard to course objectives as measured by pre- and post-testing is one of the most attractive and logical means of evaluating teaching."

Instead of being asked to comment on or rate characteristics of the teacher, said Prof. Dressel, students might be asked questions as to objectives of the course, methods of study, relationships between courses and recommended changes.

"Such questions are not only evaluative of the teaching process and the outcomes of the course," he said, "they are self-evaluative for the individual."

Government Funds Cut Off When Schools Are Closed

WASHINGTON—Arthur S. Flemming told newsmen at a conference here recently that the Federal Government cuts off funds regularly received by a federally-impacted district when schools in that district are closed to avoid integration.

He added, however, that any local school district which decides to run its own public schools without state funds will continue to receive funds as a federally-impacted area.

Federal payments, amounting to about \$200 million a year, are regularly made to school districts to help



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34 years of research uncovers new solution

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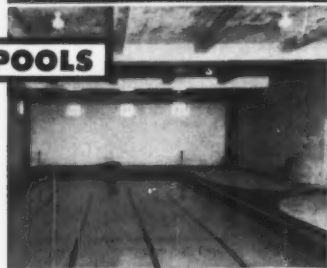
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pay the cost of education of children who live on a federal installation and children whose parents work on a federal installation but live in the local community.

A bill making this aid permanent for communities in which employees live and work on federal property and continuing for three years the aid for those communities in which federal employees live on private property was signed into law by President Eisenhower recently.

When local public schools close, said Dr. Flemming, the commander of a federal installation can request the Office of Education to make other arrangements for the children who live on the installation.

Congress, however, has provided no authority for the Office of Education itself to arrange for the education of children who do not live on federal property when the schools close.

If state funds were to be withdrawn, and public schools maintained by the community, federal payments could be continued. In Arlington County, Va., there has been talk of the local Board of Education continuing the schools without state support.

Your Job is Salesmanship, Allen Tells NYS Citizens

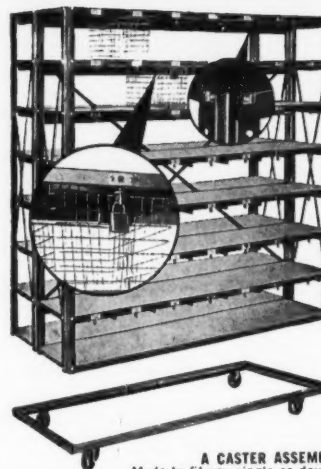
CORNING, N. Y.—“Your top priority assignment, in my opinion, is salesmanship—selling an increasingly costly product to customers who don't want to pay more,” James Allen, State Commissioner of Education, told a meeting of New York State citizens here recently.

Members of citizens' groups for education can be the best salesmen education has, Commissioner Allen said. “A citizen selling an idea to a fellow-citizen . . . has a tremendous psychological advantage in his favor.”

People from all corners of the state re-examined the principle of local control and the obligations it imposes at this 7th annual meeting of the New York State Citizens Committee for the Public Schools.

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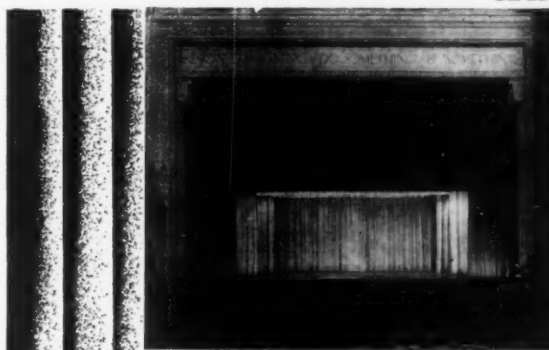
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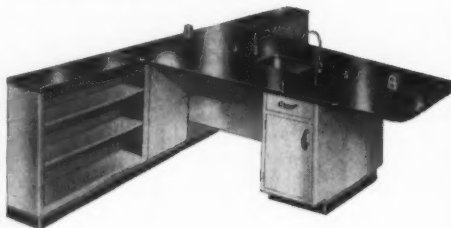
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SPOTLIGHT

Statistically Speaking

• One high school in five (about 5,200 schools in all) has made some changes in its curriculum since the first earth satellite was put into orbit. Another 5,800 public high schools are now in the process of changing.

* * *

• In the public elementary schools of 44 states, at least 300,000 children are regularly receiving some instruction in a second language.

* * *

• New York business now loses \$200 million annually due to the poor reading habits of its employees.

* * *

• The number of states with programs for mentally retarded children has grown from four to 44 in the last three years.

* * *

• In 1955-56 higher education facilities were available at 1,858 institutions, located in every state and in Alaska, Hawaii, Puerto Rico, Guam and the Canal Zone.

Wider Consumer Education Urged at NCFA Convention

MIAMI BEACH, Fla.—The vital importance of consumer credit education for all students was stressed in a talk presented here to the 44th annual convention of the National Consumer Finance Association.

Dr. Clifton C. Thorne, associate professor of business at the State University College for Teachers, Albany, N. Y. told consumer finance leaders that "credit is an economic tool and we have the obligation to help people use it effectively. . . ." He pointed out that too few schools and colleges provide an adequate program in consumer education, including money management, family financial security and credit use.

Professor Thorne spoke at the joint meeting of the NCFA's Education, Industry Research and Public Relations committees. Each of these groups has been doing research into specific problems in the consumer finance field, and each committee reported its findings.

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Community Skating in a Wisconsin high school gym

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Before you bow to substitutes, think—"Why not community skating?—Let the gym pay for itself—Other schools do"—Remember, roller skating can't hurt J. W. Wells **DIAMOND HARD** Northern Maple.

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Partitions in tubular steel frames, on swivel glides or casters. Idle space converted to useful areas. Also chalkboard finished, with cork tack boards as shown.



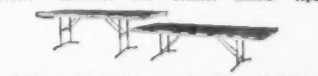
MONROE No. 3 Deluxe 30x96 in. 30 in. high

Easily Seats 10 (5 on each side)

Maximum seating capacity and comfort. Exclusive MONROE folding steel pedestals eliminate knee interference. Folds flat. 12 tables "stack" only 20 inches high. Ideal for multiple dining and recreational activities. This model offered in 8 sizes, in 3 Monroe Top Finishes—Tempered Masonite (as shown), Oranacel Blon-D and Melamine Plastic.

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Conventional steel folding legs. 16 sizes from 32" x 32" up to 3' x 10' and 4' x 8', special sizes to order. Masonite and Oranacel Blon-D tops.



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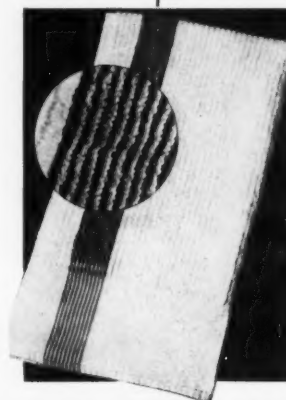
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San Francisco Plays Host To School Boards Group

SAN FRANCISCO—The National School Boards Association will hold its 19th annual convention at the Civic Auditorium Center and the Sheraton-Palace Hotel here January 25-28.

Prominent speakers scheduled for the meeting include: Adlai E. Stevenson; James B. Carey, vice president of the AFL-CIO; James B. Conant; and Lawrence G. Derthick, U. S. Commissioner of Education.

The National School Boards Association, Inc., is a federation of the 51 school boards associations, representing the 49 states, the District of Columbia and Hawaii.

Teachers Warned Against Use of "Russia Scare"

ATLANTIC CITY, N. J.—"If we don't have any better reasons . . . for spending money on American schools . . . than that we have to keep up with Russia, we are on pretty shaky ground as a profession," New Jersey's Commissioner of Education told 15,000 New Jersey teachers here.

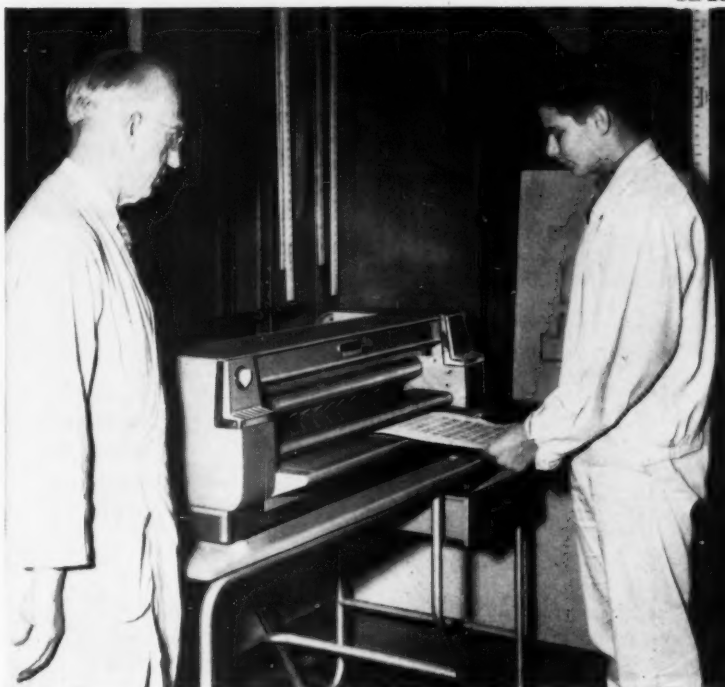
Frederick M. Raubinger told the teachers that he thought they would lose more than they would gain in using the fear of Russia to get things for the educational system. "It is going to have its backwash," he said.

The Commissioner addressed the 1958 convention of the New Jersey Educational Association, a group representing some 40,000 school teachers. The three-day annual convention was their 105th.

National Network Televises Full-Year Physics Course

THE NATIONAL BROADCASTING COMPANY is now televising a series of 160 half-hour programs on "Physics for the Atomic Age," designed especially for high school science teachers. In spite of the fact that they appear on television screens from 6:30 to 7:00 A.M., they are spectacularly successful in audience attraction.

January, 1959



"Worth its Weight in Textbooks!"

Mr. William Cole, mechanical drawing instructor at Abraham Lincoln High School in San Francisco, is a firm believer in textbooks. But he also recognizes the invaluable practical training his students are getting through use of their Bruning Copyflex Model 300 reproduction machine.

Right in the class room, students make sharp, black-on-white diazotype prints in seconds of their drawings or tracings—up to 30-inches wide by any length. They learn for themselves how their drafting board work effects the sharpness and clarity of prints. They gain valuable experience with all of the drafting and reproduction techniques involved with such materials as intermediates and film overlays. In short, Mr. Cole's students are getting *today* the whiteprinting experience and benefits they'll utilize *tomorrow* in industry!

You owe it to yourself and your students to investigate the remarkable Copyflex "300". It offers all the versatility and big printing width of a large, expensive diazotype reproduction machine—at a price to fit school budgets. Moreover, the "300" can be utilized for fast, labor-saving reproduction of student transcripts and a wide variety of records, reports, charts, and memoranda. Why not mail the coupon right now for more information?



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SPOTLIGHT

Gifted high school students who complete the course can win an advanced standing in physics when they go to college. Technicians working in related fields can improve their backgrounds. College seniors and graduates will be eligible for credits from more than 300 colleges participating in the venture.

Harvey E. White, professor of physics at the University of California at Berkeley, is the principal teacher. Other internationally known scientists will participate from time to time. Dr. James R. Killian, Jr., special assistant to the president for science and technology, took part in the initial telecast.

During the first semester, "Continental Classroom" will be devoted to those aspects of physics necessary to an understanding of atomic and nuclear physics: kinematics, light, dynamics, electricity, magnetism. In the second semester, emphasis will be on nuclear and atomic physics.

Pupil

Your eager, sun-splashed face
is a fresh, unscrawled sheet of
theme paper,
shining like magnolia petals
in a youthful breeze,
reflecting wholesomeness
and a bright, smooth-surface joy.

And when you laugh
your thirteen-year-old laughter,
a burst of careless, awkward notes
goes dancing in the air,
footloose with gaiety.

But in your presence
is a more subtle measure, yet unheard;
and time, that great composer out
of silences,
may weave about this undiscovered
fragment
a symphony of richness,
a more meaningful music,
a more melodious song.

—By Jacob C. Solovay. Reprinted
from the New York Times.

***“Today
I started
school...”***



If you were the donor who provided this refugee child with a CARE kit of pencils, copybooks and other essentials, that may have been the letter you received from Hong Kong. Or perhaps your receipt showed you had provided a kit of lines and nets for his father, a fisherman who could not work because he lost his gear during the flight from Red China. For every human need in less fortunate lands, there is a CARE package you can send: not only food, but farm and trade tools, new books and school supplies, health equipment — the tools to build vigorous, skilled, self-supporting people able to help themselves. Your contribution in any amount makes this Self-Help possible. Give what you can.

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will bring to the
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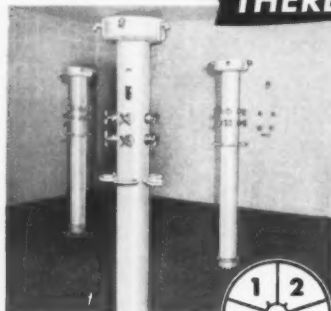
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(Architects: Charles F.
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Where greater privacy is desired, the same Bradley Column is used but with stall separating partitions and curtains.

8 BRADLEY COLUMN SHOWERS

Three of the eight Column Showers shown have five shower heads. Each bather has individual control of water volume and temperature. One set of piping connections (hot and cold water and drain) suffices for these five-person Showers—a saving of 80 percent. Made in 6', 5'6", and 5' heights.

5 BRADLEY WASHFOUNTAINS 54" Semi-Circular

Students like sanitary Bradleys with their foot-control and self-flushing big bowls—maximum sanitation—maximum wash facilities in least space.

Twenty inches of rim space is equivalent to one lavatory—each semi-circular 54" Washfountain serves 4 to 5 simultaneously, and the full circular models, 8 to 10.



This shows one of the semi-circular wall type Washfountains as used in work shop.

23 BRADLEY DUO- WASHFOUNTAINS

Located throughout the various washrooms, cafeterias, laboratories, are 23 stainless steel two-person Duo-Washfountains. They provide for foot-control of the tempered water coming from the central sprayhead. No faucets to touch or maintain, no chance of spreading infections, no chance of wasting water because supply is cut off immediately foot is removed from the foot-treadle.

Because bowl is self-flushing, there is never any unsanitary soil residue of previous users.



Duo-Washfountains represent the latest in sanitary washing facilities.

All Bradley products are illustrated and described in full detail in Catalog 5601. Write us for a free copy—BRADLEY WASHFOUNTAIN CO., 2233 W. Michigan St., Milwaukee 1, Wis.

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Washfountains
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Cat. 5601



SPOTLIGHT

Be Kind to Principals Day!

SAN BERNARDINO, Calif.—“We didn’t know much about our principal, except we thought he was nice,” said a 4th grade pupil from the Harding Elementary School here.

From this observation was born a Principal’s Day, which included a skit written and produced by the entire 4th grade, and the presentation of a solid gold (paper) crown to principal Melvin Feuer.

After doing research, the students presented a skit which highlighted the various facets of a principal’s job. Irrate parents, tight budgets, broken windows, PTA meetings, bloody noses . . . none are too small or too large for his attention. Paralleling this was the recognition of the principal’s unending concern for a full education for each youngster.

American Educators Claim Soviets Neglect Individual

THE SOVIET SACRIFICE of individuality for the sake of efficiency is underscored in expansions of previously released reports on Soviet education.

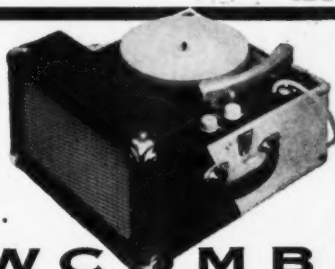
A final report, released recently by a group of educators who made a two-week study of higher education in the Soviet Union last July, charges that the Russians are “sacrificing broad intellectual development” in favor of “efficient training” and that the country is “severely limiting growth by stifling individual creativity.”

The educators, in a 15,000-word summary of their impressions, express reservations about “the breadth of the minds emerging from Soviet higher education. We are not speaking here of material assimilated,” they state, “but rather the flexibility in developing capacities for critical analysis and the faculty for being internally creative.”

“Enough has been said to make it clear that what is called higher education is in fact, training, not education. It is specific, pragmatic, concentrated indoctrination. It is

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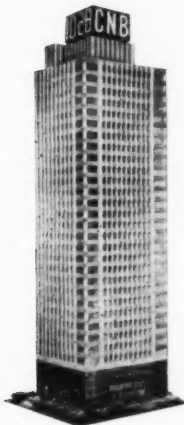
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A New and Versatile Method of Cleaning Schools

TORNADO. PAC-VAC



Here's the most versatile vacuum cleaner ever designed for school cleaning... the Tornado Pac-Vac.

It's the powerful Tornado motor unit on a comfortable pac frame.

Use it for cleaning floors (with the new Tornado 22" floor tool), cleaning overhead pipes, walls, acoustical ceilings, light fixtures or stairs.

Equipped with blowing tools, this is the perfect air sweeper for auditoriums, gymnasiums, grandstands or other areas with permanently attached seating, as well as school buses. It's also a quick way of cleaning walks and outside corridors.

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"Visit us in Booths 1134-1136, American Association of School Administrators, Atlantic City, N. J., Feb. 14-18."

BREUER ELECTRIC MFG. CO.

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SPOTLIGHT

not liberalizing, wide-ranging, nor thought-provoking intellectual development."

A. John Holden, Jr., Commissioner of Education, State Department of Education, Montpelier, Vermont, also mentioned the Soviet's "dogmatic denial of individual differences" in a speech before the 2nd National Conference of the Department of Rural Education.

"Study of the ways of the Soviet Union is rewarding," says Dr. Holden, "because, by contrast, it helps to highlight one of our supreme values, perhaps the supreme value of the democratic ideal, namely, the concept of the worth of each human individual."

Dr. Holden was part of a group of educators who spent four weeks in the Soviet Union last spring, observing schools and other educational institutions, and talking with many Soviet educators.

Dr. Holden sounded a warning note when he raised the question of whether the accelerating trend toward more and more organization, even in our own country, is not forcing us toward a form of collectivism which is just as blighting to individual freedom and creativity as that in the Soviet Union."

NEA Press, Radio Division Opens New York Center

NEW YORK—The NEA has opened an education information center here to provide current information and background material to communication media rapidly enough to meet their pressing deadlines.

The New York Information Center, at 375 Park Ave., is within walking distance of 23 press associations, radio and television networks, national newsmagazines, feature syndicates and motion picture producers.

Opening day at the center was marked by a news conference at which reporters queried NEA president Ruth Stout and William C. Kvaraceus, director of the NEA project on juvenile delinquency.

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and COLD FOODS COLD!...**

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- Model 572 serves complete meals for 220 children or 150 adults.
- Interchangeable top deck equipment handles varying requirements of diversified menus and special diets.
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The ATLAS MODEL 572 PORTABLE ELECTRIC HOT & COLD FOOD CART provides the practical solution to the problem of transporting and serving both hot and cold foods in schools, hospitals and other establishments where the people to be fed are remote from the food preparation center.

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January, 1959

SE-279

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Arch Lightbody, like 800,000 other Americans, is cured of cancer. Like 800,000 other Americans he went to his doctor in time—in time for early diagnosis and prompt and successful treatment. He learned that many cancers are curable if detected in time.

You can do two things to defeat cancer: Have an annual health checkup. Be alert to the 7 danger signals that could mean cancer:

1. Unusual bleeding or discharge.
 2. A lump or thickening in the breast or elsewhere.
 3. A sore that does not heal.
 4. Change in bowel or bladder habits.
 5. Hoarseness or cough.
 6. Indigestion or difficulty in swallowing.
 7. Change in a wart or mole.
- If your signal lasts longer than two weeks, go to your doctor to learn if it means cancer.

AMERICAN CANCER SOCIETY



JANUARY

25-28, Natl. School Boards Assn. At San Francisco.

FEBRUARY

7-11, Natl. Assn. Secondary School Principals, NEA. At Phila., Pa.

12-14, Amer. Assn. of Colleges for Teacher Education. At Chicago. Ex. Sec. Edward C. Pomeroy, 11 Elm St., Oneonta, N. Y.

14-19, Amer. Assn. of School Administrators, NEA. At Atlantic City.

16-18, Amer. Educational Research Assn., NEA. Atlantic City, N. J. Ex. Sec. Frank W. Hubbard.

28-Mar. 4, Dep't of Elementary School Principals, NEA. At Los Angeles.

MARCH

1-4, Association for Higher Education, NEA. At Chicago. Ex. Sec. G. Kerry Smith.

18-22, Natl. Assn. of Women Deans & Counselors, NEA. At Cleveland.

23-26, American Personnel & Guidance Assn. At Cleveland. Ex. Sec. Arthur A. Hitchcock, 1534 "O" St. NW, Washington 5, D. C. Theme: Community Planning for Human Development.

29-Apr. 2, American Assn. for Health, Physical Education & Recreation, NEA. At Portland, Ore. Ex. Sec. Carl A. Troeste, Jr. Theme: Fitness in the Space Age.

29-April 3, Assn. for Childhood Education International. At St. Louis. Ex. Sec. Frances Hamilton, 1200 Fifteenth St. NW. Washington 5, D. C. Theme: Fundamentals for Today's Children.

APRIL

1-4, Natl. Council for Teachers of Mathematics. At Dallas.

7-11, Council for Exceptional Children. At Atlantic City.

13-16, Dep't of Audio-Visual Instruction. At Seattle, Wash.

MAY

1-2, International Reading Assn. At Toronto, Canada.

7-10, North Central Div., Music Educators Natl. Conference. At Chicago.

17-20, Natl. Congress of Parents & Teachers. At Denver. Ex. Sec. Mary A. Ferre, 700 North Rush St., Chicago 11, Ill.

SE-281



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illustrated:
DIRECTOR 12V-9

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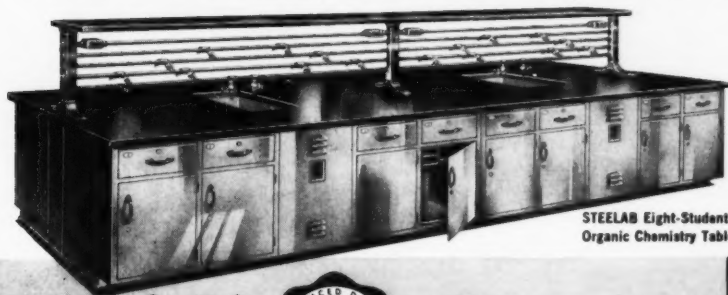
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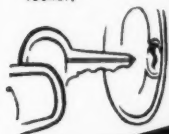
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PAMPHLETS OF INTEREST

Promotion Policies

Pupil Promotion Policies and Rates of Promotion. Educational Research Service Circular No. 5. 1958. 55 pp. \$1.50.†

Public Relations

Public Relations Practices in Texas Public Schools is the last report in the series and deals with 29 local school practices in the "Public Relations" category. Compiled and published by the Texas Committee of Ten, P.O. Box 7721, University Station, Austin, Texas. 12 pp.

Personnel

School Personnel Development Plans, describes a parallel development in industry and public education of a new concept of personnel appraisal procedure for professional employees. The plans seek to improve the quality of a business or school operation by a close analysis and evaluation of managerial and creative positions. It is compiled and published by the Ohio Education Association, 215 East Broad Street, Columbus 15, Ohio. 64 pp. \$1.

Higher Education

Tomorrow's Graduate School of Education, by Eric F. Gardner. Syracuse University Press. 1958. 60 pp. \$1. (Available in cloth bound: \$2.) This brochure is based on the recent J. Richard Street lecture.

Vocational Education

The Universal Military Obligation by John Graham. The Fund for the Republic, Inc., 60 East 42nd Street, New York 17. 1958. 14 pp. Single copies free, additional copies 15¢ each.

Trends in Distributive Education gives a digest of the presentations and summaries of the discussions of the National Conference on Distributive Education, called by the Division of Vocational Education, held in Washington, D. C., in the fall of 1957. 88 pp. *.

Citizens Committees

Parent Participation, by Charles B. MacKay. New England School Development Council, Spaulding House, 20 Oxford Street, Cambridge 38, Mass. 1958. 42 pp. 50¢ for members, \$1.50 to non-members.

Reports

Rankings of the States, edited by Beatrice Crump Lee. It contains statistics which can be used as general indicators of the educational qualities in one state as compared with those of another. Published by the Research Division of the National Education Association. 19 pp. 25¢.†

Audio-Visual

Educators Guide to Free Films, 1958 edition. Compiled and edited by Mary Foley Horkheimer and John W. Diffor. Educators Progress Service, Randolph, Wisconsin, 616 pp. \$7.

Regional Studies

Our Sophomore Year is the annual report to the W. K. Kellogg Foundation on the second-phase operations of the New Mexico Cooperative Program in Educational Administration. Published by the New Mexico CPEA, P.O. Box 999, Santa Fe, New Mexico. 32 pp.

A School Testing Program for Ramapo Central School District No. 2, Spring Valley, New York. Presented here is an evaluation of the district schools by a committee which sought to assess student needs, accomplishments, progress, and problems. Published by The All-Schools Test Committee of Teachers, Pupil Personnel Workers, and Administrators, Ramapo Central School District No. 2, 14 Church Street, Spring Valley, New York. 11 pp.

School Boards

General Responsibilities of School Board Members, reports the results of the first of four sessions dealing with the responsibilities and functions of school board members. This topic stems from the desire of many board members to understand and to define their responsibilities more clearly. Published by the University of Buffalo's School of Education, 3435 Main Street, Buffalo 14, New York. 31 pp. \$1.

* Available from the Superintendent of Documents U. S. Government Printing Office, Washington, D. C.

† Available from the National Education Association, 1201 16th Street, N. W., Washington, D. C.

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You meet every need of group instruction with the versatile Keystone Overhead Projector:

STANDARD SLIDES. Have you seen the latest additions to Keystone's vast library of educational slides?



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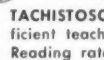
MICRO-PROJECTION; entire class sees a microscopic subject.



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2-INCH SLIDES, and 2 1/4-inch, clear daylight projection by 750 or 1,000 watt lamp.



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SE-285

KEYSTONE Overhead Projector

Planning the birthday lunch



Pupil gets invitation to take home.



Pizza is the special for this party.



PTA hostesses serve parent-guest.



Hostesses bring out cupcake treat for "birthday children."



And it's Happy Birthday all around.

It's Happy Birthday each month when

Lunch Time Is Party Time

by ED QUINNELL

Principal, Schafer Park School
Mt. Eden Elementary School District
Mt. Eden, California

HOW CAN THE LUNCH PROGRAM be more than a mass feeding exercise? How can it be used to teach the importance of good manners and the pleasure of eating with others? Because this is a constant problem with lunch supervisors we would like to report what we have found to be a happy solution.

At Schafer Park School in Cali-

fornia we have a special event as part of the lunch period on the third Wednesday of each month. This is our Birthday Luncheon—a cooperative enterprise of the school district cafeteria coordinator, the local school cafeteria manager, the PTA and the school staff.

Every youngster in grades 1-6 who has a birthday during the month is

"I don't believe it"



"It's a fact — this machine counts coins at the rate of 2,400 a minute!"

"Why, that's 40 a second, hmmm. You say it wraps them, too?"

"Yup, with 100% accuracy."

"You say it will save 90% of the time we spend doing the job by hand?"

"Yup, probably more."

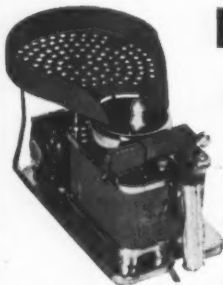
"You say schools, everywhere, are using these Klopp machines to count lunch program money?"

"Book store and activities collections, too!"

"What will the people who are now counting the coins do with the time they save?"

"If they're teachers they'll get their classes started on time. If they're clerical workers they'll get at jobs you've been wanting done a long time. These machines may indefinitely postpone the adding of another office worker."

"Incredible, I still don't believe it!"
"Is that a celluloid collar you're wearing?"



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LUNCH

sent a letter inviting his parents and himself to a special luncheon in the school cafeteria during the lunch period for his grade. So that no one is overlooked, those children whose birthdays fall in the summer months are invited to the September luncheon.

The parents return a reservation slip for themselves and their child. Then place cards for each guest are prepared in the classrooms to be set at the tables.

The children are served at the regular cafeteria price, the parents at the regular adult lunch price for the district. In the case of children who cannot participate because of need, the Student Welfare Fund comes to the rescue.

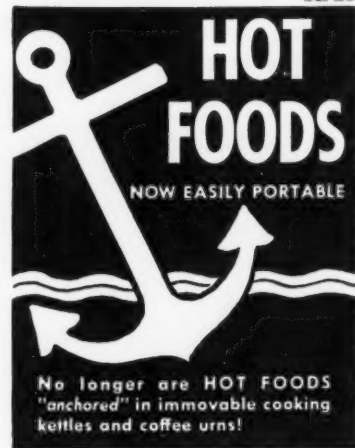
PTA and student hosts

To give the special lunch a real party air, the PTA Special Events Committee decorates the birthday tables appropriate to the season and hostesses are on hand to greet the students and their guests. Student hosts and hostesses are also chosen by the intermediate classes to assist and to represent the student body of the school.

While the original purpose of our party idea was to acquaint more children and parents with the school lunch program, it has gone beyond that. It has led to a discussion and practice of better table manners and poise in greeting guests of the school and has instilled an appreciation for the worth of the individual by having the youngsters share in the pleasure of others.

From our evaluations we find evidence to show that there is a growing community understanding of our cafeteria program and health and nutrition program.

Our birthday parties have produced yet another happy outcome, and that is the growing sense among the students and parents that school is a place where the child is wanted and appreciated. The child is the center of a most pleasurable school event. What better spur to improved school-community relations?



**TODAY IT'S PORTABLE AERVOID
VACUUM INSULATED HOT FOOD
CARRIERS TO MOVE HOT FOODS**



**Have you any
hot foods to
move today?**

When you have hot foods, hot soup, hot coffee to be serviced a distance from your kitchens . . . THAT'S WHERE PORTABLE AerVoid VACUUM INSULATED HOT FOOD AND LIQUID CARRIERS COME IN.

AerVoIDs begin where cooking kettles and coffee urns leave off. They provide a means by which the output of stationary cooking equipment can readily be transported and serviced at points distant from your kitchens . . . expediting service, saving time, money, labor.

"IN COMPLIANCE"

**A safeguard for you
and those you serve**

All AerVoid Equipment, so indicated in our specifications is "In Compliance" with the sanitary construction requirements, of the Codes and Ordinances relating thereto, recommended, by U. S. Public Health Service.

AerVoIDs cost but a fraction of the cost of urns, steam tables, cooking kettles. Made of stainless steel, sanitary high vacuum insulation (exclusive with AerVoIDs) that insures thermal efficiency to keep foods hot for servicing even miles from a central kitchen. Sizes and types to feed thousands or just a few.

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TV RECEIVER

SE-302

Especially Designed for Classroom Use



A new type of television receiver especially designed for classroom use has been developed by Motorola, Inc. Called the Classroom 21, it can be used in either closed-circuit television systems or for viewing over-the-air broadcasts from educational and commercial stations.

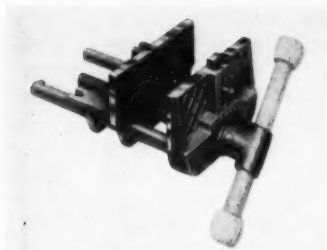
When used in closed-circuit systems, this unit provides a high definition 500 line picture for detailed reproduction by special RF, video and audio jacks. A front-mounted internal speaker assures clear reception, and a separate audio input jack allows use of the unit as a public address speaker for school announcements or classroom lectures. The Classroom 21 can be instantly changed from high definition closed-circuit operation to over-the-air pickup of local broadcast television stations by operation of a simple switch.

MOTOROLA, INC., 4545 Augusta Blvd., Chicago, Ill.

WOODWORKERS' VISE

SE-303

Ideal for School Shops



Called the Wilton Junior Grade Woodworkers' Vise, this new unit is ideal for school shop use. The Junior Grade resembles its full size Wilton counterpart, but has shallower jaws, a smaller jaw

Tape Player-Recorder SE-301 New Magazine-Loading Unit

The new RCA Victor Model SCP2 is a three-speaker portable recorder-player utilizing the recently developed RCA tape cartridge design. The instrument features a semi-automatic tape mechanism that will record and play back either two hours monaurally or one hour stereophonically. The new tape cartridge is available in a charcoal-and-white simulated leather case.

This inexpensive cartridge eliminates tape threading—you merely place the

cartridge on the instrument and push a button. When one passage is completed, the player automatically shuts off. Then, a simple flip of the cartridge and you are set for another half hour of stereo or a full hour of monaural music.

This model has two electrical input and output jacks for feeding console models of the RCA Victor Stereo-Orthophonic High Fidelity line or public address systems, or for recording electrically from stereo phonographs or from stereo broadcasts.

RADIO CORPORATION OF AMERICA, 30 Rockefeller Plaza, New York 20, N. Y.

opening, and is lighter in weight. It has been scaled down to just 18 lbs.

The weight reduction (and subsequent lower price) has been achieved without sacrificing key design features. The Junior Grade has a hardwood handle, and a spring loaded dog in the front jaw. It also has the same open slot mounting design found on the larger vises. This permits one-man mounting, and makes it easy to get a tight fit between the vise and the bench.

WILTON TOOL MFG. CO., INC., Schiller Park, Ill.

KITCHEN POTS

SE-304

Designed for Maximum Sanitary Protection



Stock pots, bain maries and double boilers featuring a sanitary, double strength open bead are announced by the Harlow C. Stahl Co. The new design provides a double thickness of metal at a critical wear point and leaves the upper edge completely open for easier cleaning and maximum sanitary protection. Stock pots and double boilers

also feature steel riveted handles for extra strength and rigidity. Made of aluminum for durability and ease of handling.

HARLOW C. STAHL CO., 1375 E. Jefferson, Detroit 7, Mich.

TYPEWRITER TABLE

SE-305

Is Stable, Vibration-Free



A new typewriter table, Model 6100, is extremely stable and features a work surface 32" x 20" in either plywood or plastic and an all-steel table base equipped with a large book and purse rack. It is designed to provide spacious leg room. Standard height of the table is 28" from floor to work surface.

TOLEDO METAL FURNITURE CO., 600 S. Hastings St., Toledo 7, Ohio.

For more information . . .
about products in this section,
circle the corresponding SE number
on the business reply card on
the last page and mail to us.

All-Weather Track

SE-306

Provides Resilient Surfacing

The Grastex All-Weather tracks are just that—they are ready for use in just minutes after even a heavy rain. They cost far less to build and maintain than cinder or clay tracks.

Grastex is not to be confused with ordinary road-type surfacing materials; it is specifically designed to take spiked-shoe traffic and to provide resilient surfacing; all-weather performance; and minimum maintenance.

AMERICAN BITUMULS & ASPHALT CO.,
320 Market, San Francisco 20, Calif.

Sound Slidefilm Projector

SE-307

Is Fully Automatic

The Micromatic is a fully automatic projector, incorporating in a single, compact machine a filmstrip projector and record player which automatically synchronizes pictures and sound, without attention from the operator.

Among the new features is a built-in spare needle, a new type, plug-in cartridge with two needles, so that the spare is always ready for instant use. To further improve the fidelity of sound reproduction, there is an advanced-design printed circuit amplifier. For better cool-

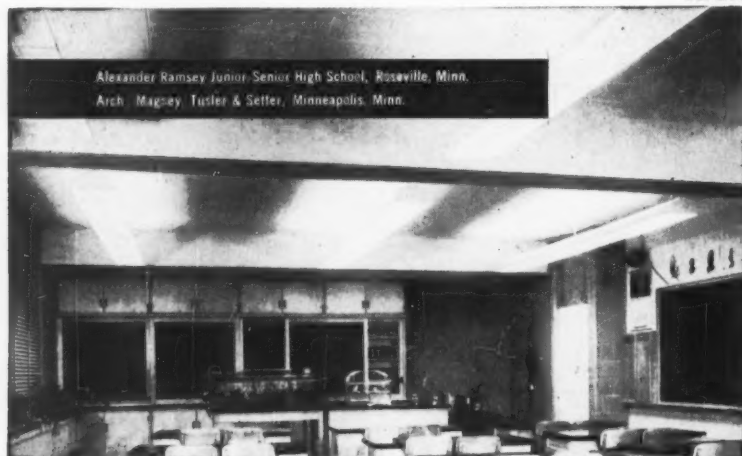


ing and longer film life, the new stubby lamp allows improved air circulation with DuKane's jet-stream cooling.

The unit is housed in a slimline case—only 6½" wide at the top. A built-in shadow-box screen is contained within the lid.

DUKANE CORP., St. Charles, Ill.

SE-288



NATURAL SLATE CHALKBOARDS

... because young eyes deserve the best!

The Alexander Ramsey Junior-Senior High School was a special awards winner in the 1954 "School Executive" competition. Thus, it comes as no surprise that the specifications for this forward-looking school included natural domestic slate chalkboards. For of all chalkboards, slate communicates best. Only white chalk on slate produces the desired high contrast necessary to permit young eyes to see and grasp the written message instantly. Only slate is so easy to clean . . . so durable . . . so low in annual maintenance cost . . . and so harmonious with traditional or contemporary decor. That's why leading schools, like Alexander Ramsey, continue to specify natural slate . . . quarried in Pennsylvania.

for information on specific properties of slate, write:

NATURAL SLATE BLACKBOARD CO.

THE STRUCTURAL SLATE CO. Pen Argyl, Pa.

Members—Pennsylvania Slate Producers Guild

natural slate . . . 500 million years in the making



Brass Tubing Threader

SE-308

New Tool Is Simple and Precise



Brass tubing can be threaded easily and precisely when the job is done with the Sexauer 3-in-1 Tubing Threader. This new tool comes with 3 dies and guides, easily interchanged, for cutting a 27 thread on 1¼", 1⅜" and 1½" brass tubing.

The dies are made of oil-hardened tool steel with 8 lands. Each die is stamped with the size of the tubing it threads; the corresponding sizes of steel guides insure proper alignment of the tubing. This last advantage, plus the fact that the removable dies can be kept sharpened to a fine edge, insures precision threading.

The steel die and guide holder is designed with easily gripped steel handles so that proper torque and leverage are assured.

THE J. A. SEXAUER MFG. CO., INC.,
2503-05 Third Ave., New York 51, N. Y.

Fiberglass Panels **SE-309**
In Nine Decorator Colors

Superlite Fiberglass Panels come in nine decorator colors that are coordinated with Superlite Prefinished Wall Panels. They are available in four corrugations, two weights, and in five widths. Constructed to exceed the government standard for fiberglass structural building panels.

SUPERIOR WALL PRODUCTS CO., 4401 N. American St., Philadelphia 40, Pa.

Vending Machines **SE-310**
For Milk, Fruit Juices, Etc.



Two new models of Dariomatic automatic merchandising machines for milk, fruit juices and other products in cartons and cans have just been placed on the market. The new model 510 offers four selections as does the present model 505 and the new model 610 provides five selections.

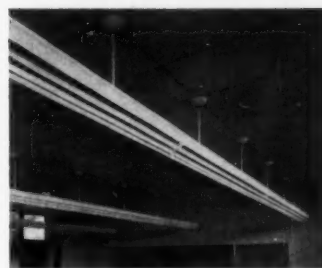
The principal improvements of the new models are more modern design, push button selection and delivery of merchandise by a single reach-in chute so that purchases may be made with only one hand. All models will vend various types and sizes of cartons and cans interchangeably and at various prices, giving correct change at each price. The large refrigerated storage which eliminates uneconomical deliveries has been retained.

DARIOMATIC, INC., 1827 Pontius Ave., Los Angeles 25, Calif.

Lighting Fixtures **SE-311**
Illuminate Portable Schools

The Torrance, California Unified

School District recently installed 32 prefabricated steel portable classroom units. The lighting phase of the Torrance project was solved through the installation of Sunbeam Lighting Co.'s newly engineered suspension CSM7/022 Hanger System. Primarily designed for pendant mounting of continuous row fixtures on suspended ceiling systems, this Hanger series is a single stem system promoting flexibility and ease of alignment. It also incorporates a 45° swivel allowing maximum earthquake resistance to the lighting system. This flexibility greatly enhances portability of the school units



and permits easy relocation without damage or alteration.

SUNBEAM LIGHTING CO., 777 E. 14 Pl., Los Angeles 21, Calif.

SE-289

*You Owe It
 To Your School—*

**STRONG SPOTLIGHTS
 FILL A
 SCHOOL'S NEEDS BEST!**

Have a
SPARKLING BRIGHT LIGHT!

for your next show or concert in your auditorium, your dance in the gym, or special event in your stadium.

To reduce spot size, ordinary spotlights must mask out or iris down part of the light beam, thus wasting much of the light. Furthermore, the resultant spot is usually fuzzy-edged and irregularly shaped.

With the exclusive, single-control, two-element variable focal length objective lens system of Strong Spotlights, the brilliance of the spot actually increases as it is reduced in size, is sharp edged from head to flood, and continues perfectly round throughout the range.

**TROUPERETTE
 1000-WATT
 INCANDESCENT**

Projects up to 9 times more light than ordinary incandescent spotlights.

See our Exhibit
 No. 1120
 AASA
 Convention
 Atlantic City
 Feb. 14-18

**TROUPER
 HIGH INTENSITY
 AUTOMATIC ARC**

for throws of 75 to 200 feet.
 Projects up to 15 times more light than ordinary arcs.

See your theatre, school or stage equipment dealer
 for a demonstration or send coupon for brochures.

THE STRONG ELECTRIC CORPORATION
 114 CITY PARK AVENUE TOLEDO 1, OHIO

Please send brochure on Strong Spotlights and names of nearest dealers.

Strong

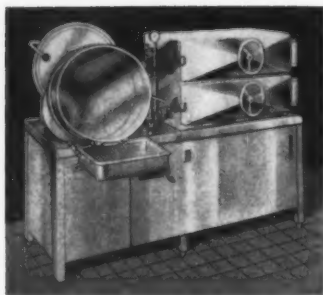
GPE

NAME
 SCHOOL
 STREET
 CITY & STATE

A SUBSIDIARY OF GENERAL PRECISION EQUIPMENT CORPORATION

Steam Cooker-Kettle SE-312 In New Combination Unit

The Markette Steam Cooker is available in one, two or three standard or wide compartments combined with a 20, 30 or 40 gallon stationary or tilting kettle. The convenient tilting kettle, cabinet mounted, has a one-piece cover with sanitary tangent draw-off and automatic pan support. All Markettes feature integral plumbing, which eliminates the necessity for tiled curbing and recessed floor areas, permitting a more attractive, inexpensive and space-saving



installation with all controls concealed. All drainage from steam cooker, ket-

tle, raised edge counter top and boiler are directed into a common drain line. The kettle draw-off in the compact all-stainless-steel cabinet has a unique swing drain that discharges kettle waste into a common line.

MARKET FORGE CO., Food Service Div., Everett 49, Mass.

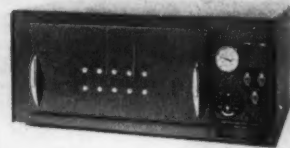
Ping Pong Table SE-313 Folds Away for Storage

A new, portable, fold-a-way ping pong table wheels anywhere and can be set up in seconds. When not in use, the table stores-a-way in little space.

A heavy-duty $\frac{3}{4}$ " Novaply top provides a lively playing surface. Channel steel frame gives extra strength to the top and assures non-warping, pleasing design. The table has a regulation 5' x 9' playing surface. It is 30" high. The folded top measures only $7\frac{1}{2}$ " x 60" x 60". Finished in Tournament Green, with white boundary trim.

HALDEMAN-HOMME MFG. CO., 2580 University Ave., St. Paul 14, Minn.

Temperature Testing Chamber SE-314 Is Completely Portable



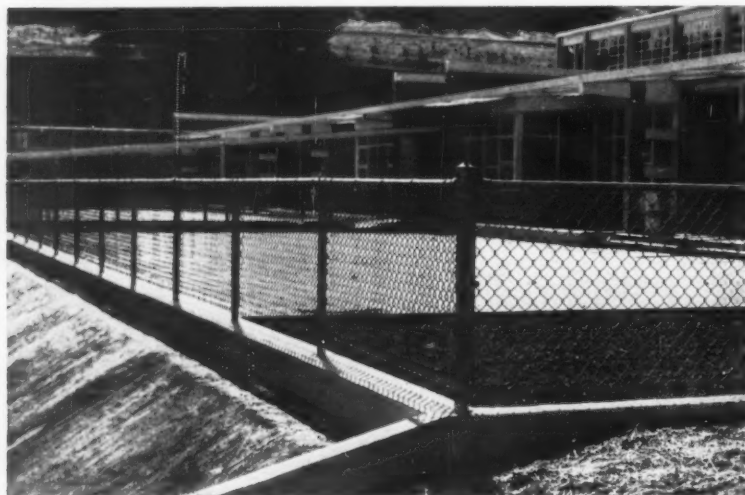
A time saving, portable (40 lbs.) temperature testing chamber which automatically cools to -100°F in 5-6 minutes, heats to 500°F in 30 minutes, yet keeps the desired test temperature within ± 2 degrees over the entire range by employing an anticipator thermostat, has been designed by Delta Design Engineers, Inc.

The unit uses liquid carbon-dioxide as the cooling agent, a nichrome filament 650 watts for attaining maximum heating temperatures, plus a centrifugal blower type air circulator for temperature uniformity. The chamber operates on any 115 volt 60 cycle outlet.

This newly designed model 6545W allows for greater portability and convenience without loss of valuable working space or time. Test capacity is increased to a full 16" x 7" x 7" drawer.

DELTA DESIGN ENGINEERS, INC., 3039 Adams Ave., San Diego 16, Calif.

SE-290



double-duty, "built-in" protection...
with

REALOCK FENCE

Youngsters play safely during the day, in municipal recreation areas protected by sturdy Realock Fence. Strangers, strays, traffic do not interfere. And, the same Realock Fence protects buildings at night . . . from trespassers, arsonists, vandals, thieves.

This 'round-the-clock, "built-in" protection is there season after season, year in and year out. Sturdy Realock posts are set in concrete. Top-grade Realock wire fabric ensures long years of service life with minimum maintenance.

Realock Fence is available in steel or aluminum . . . in a wide variety of types . . . in all standard heights. Erection Service optional. Call today for further details and a free estimate.

THE COLORADO FUEL AND IRON CORPORATION—Denver and Oakland
WICKWIRE SPENCER STEEL DIVISION—Buffalo, New York



REALOCK FENCE
THE COLORADO FUEL AND IRON CORPORATION
BRANCHES IN ALL KEY CITIES 6175

Science Teaching Aid SE-315
New Way to Teach Electricity



Product Design Co. has announced a series of new products on the subject of electricity. Focal point of the new series is a model Hydroelectric Dam and Generator kit. The dam reservoir is molded from sturdy polystyrene, and materials are provided for pupils to construct their own dam. Extensive use of clear plastic in the generator unit permits full observation of all working parts. An intake tower controls the flow of water through the penstock to operate the turbine generator. The generator unit will also work independently from any faucet outlet.

Six volts AC current are generated, sufficient to light a lamp, ring a bell, or operate a small DC motor. Accessories include a rectifier and DC motor, transmission lines and transformer, ammeter, voltmeter, a hydraulic kit and a kit for teaching magnetism.

PRODUCT DESIGN CO., 2796 Middlefield Rd., Redwood City, Calif.

Mopping Tank Wringer SE-316
With New Swivel Head



The new wringer by White Mop enables the user to wring a mop into either compartment of the double mopping tank. This swing-around version of the standard White tank wringer embodies the same rubber-to-corrugated metal wringer mechanism and the toggle action gives maximum water extraction.

The new swivel head wringer is available on 25, 30, 45 and 60 gallon double tank units.

WHITE MOP WRINGER CO., Fultonville, N. Y.

Storage, Card File Cabinet SE-317
With 3" x 5" or 4" x 6" Cards

The Imperial Cabinet illustrated has gently rounded corners, gold finished hardware, and a recessed base. Two box drawers are suitable for 3" x 5" or 4" x 6" cards. Sliding tambour doors roll out of sight to reveal adjustable shelves which provide a generous storage area. All compartments are protected by a safety lock with key. This Imperial cabinet is desk high to coordinate with Cole's modular sections. Ideal as a base for duplicating machines.



Available in mist green, cole gray or desert sand.

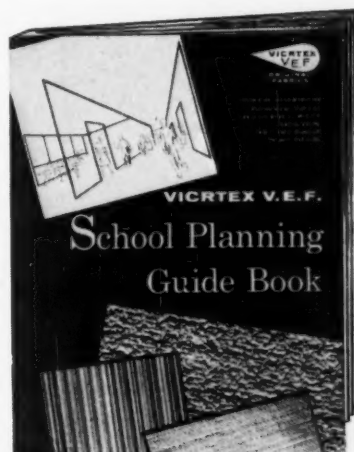
COLE STEEL EQUIPMENT CO., INC., 415 Madison Ave., New York, N. Y.

SE-291



**to help you
better plan
school wall
surfaces**

Make walls both attractive and functional, easy and inexpensive to maintain. Utilize wall space better. Keep down costs.



VICRTEX V.E.F.*
WALLCOVERINGS

This booklet contains a wealth of ideas, factual data, tested applications, actual installations. SEND FOR YOUR COPY TODAY. It's FREE.



* vinyl electronically fused, a long-lasting wall-covering fabric of original design

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**I'd like to learn more about Vicrtex VEF Wallcoverings.
Please send School Planning Guide Book**

Name

School

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Eraser-Chalkboard Cleaner SE-318 Is Electrically Operated

Weber Costello's Chalkmaster is designed for three-fold use: 1) special cleaning head can be used for erasing and removing excess dust from the chalkboard; 2) the cleaner draws dust from erasers and deposits the dust in a disposable paper bag in the cleaner. Because the erasers are cleaned by air suction, the erasers are not damaged in any way and no dust is thrown into the air; 3) the cleaner is equally effective in picking up chalk dust from the chalk trough.



The electrically operated cleaner unit rolls easily along the floor. The long flexible Vinyl hose enables the custodian to work over a large area of chalkboard without moving the cleaner. The same

cleaning head is used for chalkboard and eraser cleaning so that the custodian can clean the chalkboard and the erasers without use of additional accessories. WEBER COSTELLO Co., Chicago Heights, Ill.

16mm Sound Projector SE-319 Is Fully Encased



Since the Ultramatic is a self-contained, fully encased unit, it is always set up and ready to go. The unit holds the stand, screen, projector, films, speaker and cord; and the easy roll casters enable it to be moved quickly and easily from one location to another. The case completely eliminates any objectionable projector noise and at the same time locks to make the projector tamperproof.

The projector is equipped with safety trips which provide for complete film protection, making film damage virtually impossible. Filtered air keeps the projector completely clean, the light output high, and the film dust-free.

THE HARWALD CO., INC., 1245 Chicago Ave., Evanston, Ill.

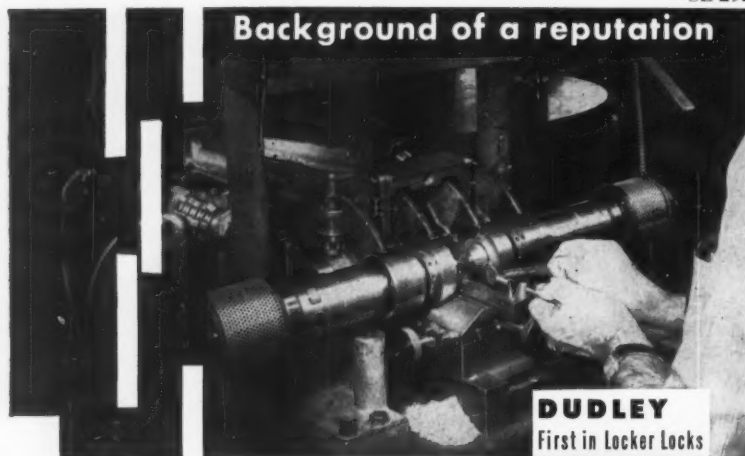
Adjustable Classroom Chair SE-320 Adjusts from Kindergarten to College

The Interstate Adjusteze Campus King classroom chair line stresses durability, comfort, style and adjustability. The 1 1/4" steel tube frame is the basis of the line's durability. Swaged legs, chrome-plated case hardened steel glides inset in rubber, stand the severe test of classroom usage. The large curved, "posture perfect" back and the compound curved, roomy seat provide comfort for the growing child. The instructor can quickly and easily adjust the height of the chair to the child.

INTERSTATE ADJUSTEZE CORP., 805 E. Center St., Anaheim, Calif.

SE-292

Background of a reputation



DUDLEY
First in Locker Locks

Unique Master Key

One of the chief reasons for the dependability of Dudley Combination Locker Locks is the security offered by the master key. Here is the remarkable machine in Dudley's plant which fashions the all-important irregular grooved channel in the Dudley key. This groove can not be duplicated on ordinary key-making machines which merely cut the serrated edge of a conventional key.

You can always depend on the protection given by Dudley Locks and the security of the Dudley Master Key. Ask your Dudley representative. He will helpfully discuss your locker lock needs—without obligation, of course.

DUDLEY
LOCK CORPORATION

Dept. 119, Crystal Lake, Illinois

The standard of controlled locker protection since 1921



**Master-Keyed
Built-in Lock**
Fits all locker piercings.
Quick combination
change with special
reset key.



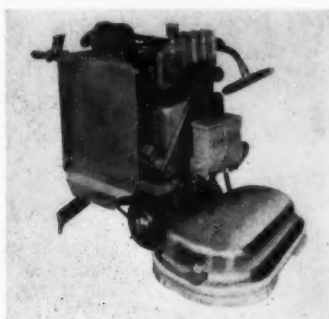
**Master-Keyed
Combination Padlock**
Finest of all master-
keyed padlocks. Cast
aluminum case, extra
heavy steel shackle.
Self-locking. Rotating
dial.



**The DUDLEY
Master Key**
Can't be duplicated on
ordinary key making
machines.

Floor Machine
Is Gasoline Powered

SE-321



Model 37-G is the largest Lawlor combination machine; it dispenses clean water, scrubs, and then vacuums up the dirty water. The squeegee assembly is at the rear in easy reach and there is also a hand squeegee to pick up water from hard-to-reach places like corners, door jams, etc.

Model 37-G cleans 35,000 sq. ft. of floor per hour. Equipped with two tanks, a 22-gallon solution tank and a 24-gallon recovery tank. The operator has full speed control (while in operation) up to 200 linear feet per minute. There is also a simple greasing system; push a single plunger to grease the complete machine, excepting wheels and casters. The 12 hp Onan engine is easy to convert to L/P gas.

The frame is all-welded structural steel, corrosion protected.

S. C. LAWLOR CO., 124 N. Aberdeen St., Chicago 7, Ill.

Gang Mowers
Are Front Mounted

SE-322



A special new hitch which makes it possible to operate gang mowers ahead of the tractor instead of behind has just been introduced by the Speedex Tractor Co. Built of lightweight yet sturdy "bridge-truss" style quality steel, this new hitch has the necessary strength and rigidity to pull even the heavy-duty three-gang mowers. Maneuvering around trees and buildings is easier and closer with mowers on front and there is no matting down of grass by the large tractor wheels.

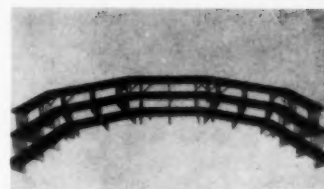
SPEEDEX TRACTOR CO., 367 N. Freedom St., Ravenna, Ohio.

Standing Chorus Risers
Have Been Improved

SE-323

The new St. Olaf Style riser consists of 5 units of 3 step risers designed to permit the same number of singers in each row, to bring the ends of the choir around toward the director more sharply so that all sections are equal distance from the director, and to permit more room for singers on the steps. These effects are achieved by sharper angles on each unit, by the use of uniquely shaped end units, and by deeper steps.

Another innovation is the use of tough,



genuine rubber tread instead of the usual rubber-like material. The tread is protected on each end by steel moulding.

WENGER MUSIC EQUIPMENT CO., P. O. Box 300, Owatonna, Minn.

SE-293

For School Playgrounds



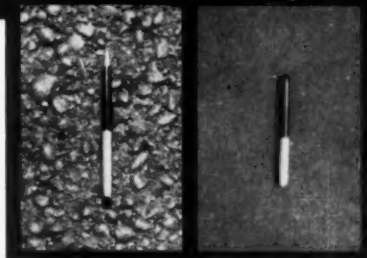
WALK-TOP surfaces
are real Life Savers*

WALK-TOP
SAVES 100
LIFE SAVERS



Here's Why:
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Surfaces are:

Non-Abrasive • Fast Draining
True Plane • Smooth Textured
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Easy to Maintain • Economical



Compare: smooth, Walk-Top with rough, "road-type" pavement then **Choose** the surface you want for **your** playground!

Now proved on millions of square feet of play areas from coast to coast, Walk-Top is unequalled for safety, performance, appearance, and overall economy. Ahead of new playground construction or resurfacing of existing pavements, call our nearest office for complete information.

*By permission of Beech-Nut Life Savers, Inc., for candies



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Baltimore 2, Md.
Cincinnati 38, Ohio

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Mobile, Ala.
St. Louis 17, Mo.
Tucson, Ariz.

Portland 8, Ore.
Oakland 1, Calif.
Inglewood, Calif.
San Juan 23, P. R.

BITUMULS® Emulsified Asphalts • CHEVRON® Paving Asphalts • LAYKOLD® Asphalt Specialties

Laboratory Sinks

SE-324

Are Corrosion Resistant

Durcon Laboratory Sinks are produced in permanent aluminum molds. The metal molds insure dimensional stability and provide coved corners, with bottoms dished to the outlet. This prevents accumulation of contaminants in corners, or liquids on the bottom of the sink.

The sinks exhibit excellent resistance to corrosion, abrasion, and heat. They are also impermeable to liquids. The percentage of moisture absorption in a



48-hour period is a maximum of 0.06%. This prevents the possibility of permanent staining by even the most pene-

trative dyes. The sinks will remain dimensionally stable through years of service.

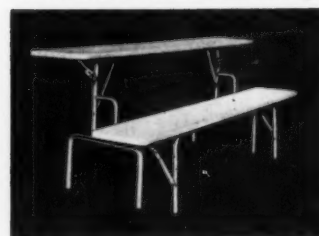
The jet black color of Durcon sinks blends well with all types of laboratory furniture.

THE DURIRON CO., INC., Dayton, Ohio.

Table Bench

SE-325

For Cafeteria-Auditorium Seating



A solution to cafeteria-auditorium seating problems is offered in the form of a 6' cafeteria table-bench that quickly converts to a bench with backrest, providing immediate auditorium style seating. The Howmatic C is popularly used as a cafeteria table-bench by seating children at one unit and having them eat from the table top of the adjoining unit. This arrangement insures quickest conversion from the cafeteria table-bench position to a bench with backrest; a flip of the table top into backrest position is all that is required; the whole operation is done in seconds and the children never need move from their seats.

Arranged for auditorium use, the unit's backrest is low enough for even little children to see over easily. As a bench with backrest, the Howmatic C is ideally suited for perimeter seating during dances and similar social activities.

HOWE FOLDING FURNITURE, INC., 1 Park Ave., New York 16, N. Y.

Hot Drink Dispenser

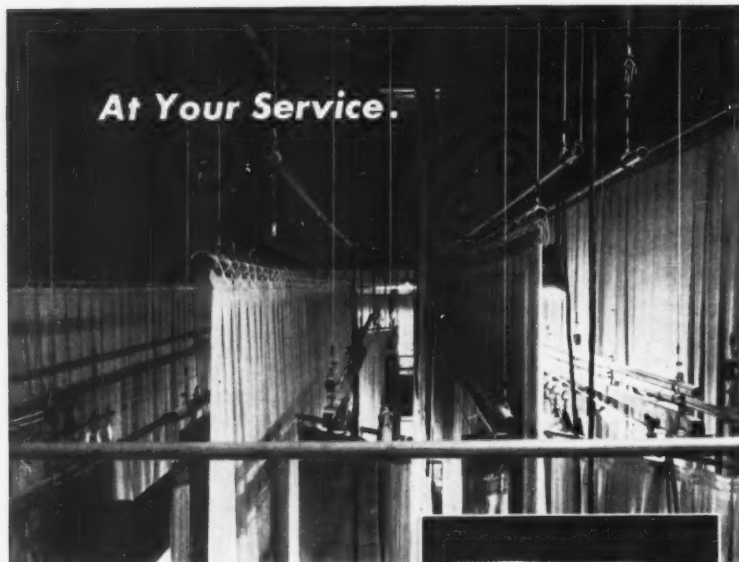
SE-326

In New Compact Model

The new Baby Automat makes coffee, tea, bouillon and hot chocolate instantly and easily. The unit is only 10" x 19 1/4" x 14" high and comes complete with kit of paper cups, stirrers and individually packaged servings of Nestle and others; coffee—cream and sugar; tea with lemon and sugar; bouillon and hot chocolate.

The units connect directly to the cold water supply.

CONCESSION SUPPLY CO., 3916 Secor Rd., Toledo, Ohio.



This intricate arrangement of lights, drapes, spare sets and counterweights presented many special problems solved by Clancy engineers in designing and installing this modern stage.

CLANCY'S

75 Years of Stage Engineering

For over 75 years Clancy has specialized in the design and installation of mechanical components for every type and size stage. Today, Clancy's stage engineers are a prime source of the backstage know-how you need to assist you in practical stage design.

Many school architects and administrators consult Clancy engineers before

their plans reach the drawing board. Clancy's stage engineering—from preliminary drawing to final installation—can help you achieve a stage tailored to your requirements with a real economy of construction and operation. On your next theater or auditorium project, consult Clancy first. No obligation, of course.

Write for the FREE Folder, How to Build a Modern Stage and answers to stage planning questions.

CREATORS OF FAMOUS STAGES FOR THE ENTERTAINMENT CAPITALS OF THE WORLD



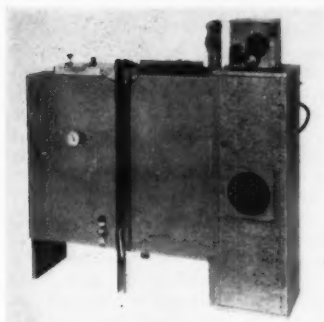
Electrostatic Printer SE-327
Makes Enlarged Prints from Microfilm



In this picture, the President of Charles Bruning Co., Inc. (left) and the Chairman of the Board are looking over a copy print of an engineering drawing which was produced in 15 seconds electrostatically from microfilm on the new Bruning Copytron machine. This copy print of the drawing is more than 200 times larger in area than that part of the 35mm microfilm from which the copy was made. The Copytron enlarges microfilm 14 to 16 times and prints the enlargement on standard size sheets from 8½ x 11 to 18 x 24 inches; it can also produce enlarged plates for offset printing.

CHARLES BRUNING CO., INC., 1800 W. Central Rd., Mt. Prospect, Ill.

Microfilm Processor SE-328
Processes Different Films Interchangeably



Inipro is a self-contained unit which processes and dries microfilm at the rate of 100 feet of film in 30 minutes. It is unique in that it will process 16mm, 35mm or 70 mm film continuously or interchangeably without adjustment and without special attachments.

The machine is made for daylight loading and operation. Simplified, straight line threading facilities make it possible to thread the machine in only two minutes so that problems of processing short strips of film are eliminated.

January, 1959

Audible signals indicate when the end of a roll has been reached and special controls automatically govern the temperature of two solutions used in processing.

Unipro will develop dye back, non-dye back or positive film to meet the requirements of the National Bureau of Standards for archival permanence. When properly stored, the film will remain usable for 300 to 500 years.

REMINGTON RAND DIV. OF SPERRY RAND CORP., 315 Fourth Ave., New York 10, N. Y.

Dinnerware SE-329
In Two New Patterns

Corning Glass Works has introduced two new patterns in their Pyrex brand Double Tough dinnerware line. One design, called Green Leaf, consists of small leaf sprigs around the rim of the opal white dinnerware. The other, Ruby Scroll, is made up of a continuous dark red scroll motif around the rim of the ware.

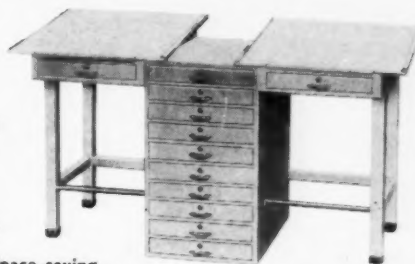
CORNING GLASS WORKS, Corning, N. Y.

SE-295

from
STACOR
 ...new functional units
 for your school

THE FLEX-MASTER MULTI-STUDENT
 LIFETIME QUALITY
 INDIVIDUALIZED DRAWING UNIT DU-1200

provides
 horizontal
 board storage
 facilities for
12
 students

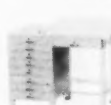


- Efficient
- Economical
- Space-saving
- Private

Drawers have individual locks, masterkeyed ... hold boards up to 20x26 in a horizontal position plus tools, other material.



for 10 students
 the DU-1000



for 9 students
 the DU-900



for 7 students
 the DU-700



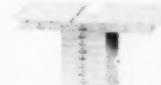
for 6 students
 the DU-600



8-drawer
 cabinet unit
 the DU-800



5-drawer
 cabinet unit
 the DU-500



free-standing
 unit for 12
 the NL-1200

Also available
 free-standing
 unit for 9
 the NL-900

Write TODAY for complete NEW catalog. Dealer inquiries invited.



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AUDIO-VISUAL AIDS

SE-401 World History

World History—The Middle Ages. Grades six through ten. This set of four filmstrips, in full color, describes the migrations of early medieval peoples, and shows how they helped to lay the basis for modern Europe. It illustrates what is meant by feudalism, and depicts the lives of medieval lords and peasants. The filmstrips show how and why towns and cities arose during the Middle Ages and portrays the important role played by the Church during this period in history. The title of each filmstrip includes: *The Migrations of Medieval Peoples; Feudalism;*

The Medieval Church; and Medieval Towns and Cities. SOCIETY FOR VISUAL EDUCATION, INC., 1345 Diversey, Chicago 14, Ill.

SE-402 Beginning Grammar

Beginning Grammar is the title of a series of eight filmstrips in color. It provides eight unique learning experiences in basic grammar for boys and girls in the fifth and sixth grades. The filmstrips are designed for active participation by all pupils who see them. Practical drills and discussions are included to promote basic understanding of nouns, pronouns, verbs, adjectives, adverbs, the simple sentence, the subject, the predicate, com-

mon punctuation, and the writing of quotations. The filmstrips are titled: *Words That Name Things; Words That Show Action; What is a Sentence?; Words Used Instead of Names; Words that Describe Things; Words Telling How, When, and Where; Using Punctuation Marks; Writing Conversation.* ENCYCLOPAEDIA BRITANNICA FILMS, INC., 1150 Wilmette Ave., Wilmette, Ill.

SE-403 Government Films Catalog

A new catalog of U. S. Government teaching films for schools and colleges has been published by United World Films, Inc. Including all sound motion pictures and filmstrips released through April, 1958, the new catalog describes some 500 subjects in six curriculum areas: Social Studies, Music and Art, Science, Education, Physical Education and Vocational Education. Many of the films can be recorded in foreign languages by means of magnetic striping. UNITED WORLD FILMS, INC., Government Dept., 1445 Park Ave., New York 29, N. Y.

SE-404 Food Service Film Manual

This manual, released by the National Restaurant Association, lists films on subjects such as Building-Decorating; Food Preparation and Handling; Training; Costs; Sanitation; Maintenance; Proper Use of Equipment; Insurance; Cookery; Interviewing and numerous others. All the films, filmstrips and slide presentations designed especially for the restaurant industry are included, along with many that can be easily adapted to the food service field. As a special feature there is a section giving suggested uses of films and other visual aids. NATIONAL RESTAURANT ASSOCIATION, 8 S. Michigan Ave., Chicago 3, Ill.

SE-405 Modern Acoustical Ceilings

A twenty-two minute, sound, color film on the functions of modern acoustical ceilings has just been produced by the United States Gypsum Co. The film illustrates in detail sound absorption and isolation, structure, fire protection, beauty, comfort and economy features which are primary considerations in selecting acoustical materials for ceilings of new structures and remodeling projects. UNITED STATES GYPSUM CO., Dept. 136, 300 W. Adams St., Chicago, Ill.

SE-406 School Construction

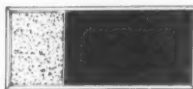
Specifications for Today's Schools is the title of a new color, sound, slidefilm prepared by The Flexicore Co. The film describes a method of construction being used successfully in hundreds of schools in this country and Canada that: provides for the fast erection of fireproof schools; reduces initial and long-term costs through the use of high quality, low maintenance prefabricated materials; and is adaptable to any type of building design, one or two story. THE FLEXICORE CO., INC., 1932 E. Monument Ave., Dayton, Ohio.

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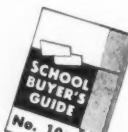
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SE-407 Floor Care Films

Three new full color, sound stripfilms have been released by Multi-Clean Products. Titles are, *The Story of Floor Wax*, *The Story of Resinous Floor Finishes*, and *Blue Blazes*. . . . *The Non-Ionic Cleaner*. These films discuss the basic ingredients and the various manufacturing steps and how they contribute to the finished product. Laboratory and actual on-the-floor tests are also shown. MULTI-CLEAN PRODUCTS, INC., St. Paul 16, Minn.

SE-408 Frontier Film

How our country extended its frontiers across the continent is shown in documented pictures in color in a new series of filmstrips, *Growth of the United States*. The six filmstrips are available from The Jam Handy Organization. They picture the work of the explorer, pioneer, soldier, and statesman in the development of the nation. They start at the time the eastern mountains were crossed until our present national boundaries were established. Colorful maps show the territories from which the 48 states were formed. The new series is classroom-tested for effectiveness in later elementary and junior high history and social studies. Individual topics include the Southeast Frontier, Northwest Territory, Louisiana Purchase, Oregon Territory, Texas Annexation, and California and the Southwest. THE JAM HANDY ORGANIZATION, 2821 E. Grand Blvd., Detroit 11, Mich.

SE-409 Words

Adventures in Words is a new set of four color filmstrips for fifth grade and up, released by Filmstrip House. Reid Irving is the author. Titles of the four are: *Introduction to Word Study*, *Words from Many Countries*, *Suffixes and Prefixes*, and *Synonyms, Antonyms and Homonyms*. FILMSTRIP HOUSE, 347 Madison Ave., New York 17, N. Y.

NEW TEXTBOOKS

SE-410 Refrigeration

Refrigeration, Air Conditioning and Cold Storage, by Raymond C. Gunther, discusses in detail treatment and care of water essential in large installations, methods for combating corrosion of equipment, and water economy in industrial areas. It gives complete information on stream jet refrigeration, absorption, systems, heat pumps, electric motors, fans, pumps, steam turbines. Teachers will find the summary and study outline at the end of each chapter a great help in planning lessons and in getting the material across to their students easily. The book also serves as a text for the students themselves who can be assured that its research material will be up-to-date for years. 1,232 pages. CHILTON BOOK DIV.,

56th & Chestnut Streets, Philadelphia 39, Pa.

SE-411 Guidance Course

How To Set Up A Semester or Year Guidance Course, by Wendell P. Hill, Supt., Hile School, of Muskegon, Mich. has just been published by Science Research Associates. This handbook for teachers, counselors and administrators in junior high and high schools describes a practical semester or year course in guidance that enables the 8th or 9th grader to learn something about himself before he plans his entire high school program. Equally important, such a program gives

the school the opportunity to learn a great deal about individual students. The entire program is centered around the use of a guidance notebook called *Planning My Future*, which the author developed in his work with students in the Grand Haven, Michigan public schools. Individual counseling and group guidance techniques are used to help students discover their interests and aptitudes, what occupations they are most likely to be happy and successful in, and the high school subjects which will best prepare them for their future. SCIENCE RESEARCH ASSOCIATES, Public Relations Dept., 57 W. Grand Ave., Chicago 10, Ill.

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January, 1959

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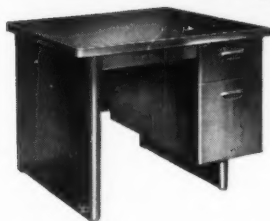
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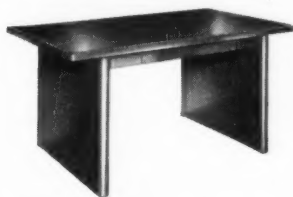
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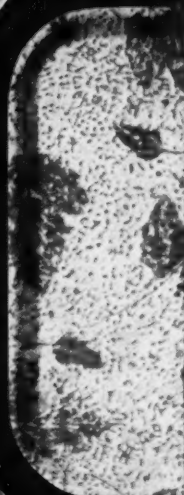
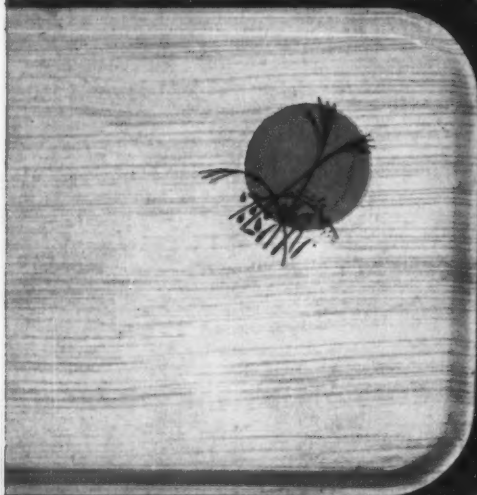
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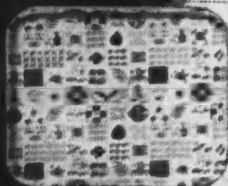


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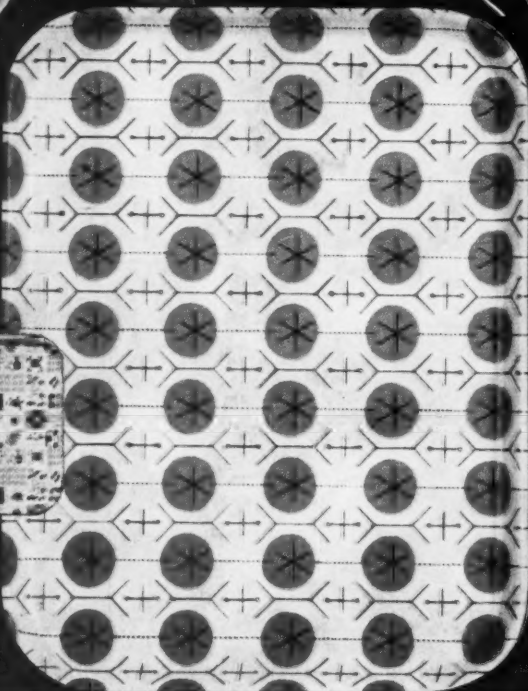
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